THIRTY-SECOND BIENNIAL REPORT

OF THE

CALIFORNIA SCHOOL

FOR THE

DEAF AND THE BLIND

FOR THE

Twenty-four Months ending June 30, 1916

PRINTED AT
CALIFORNIA SCHOOL FOR THE DEAF AND THE BLIND
BERKELEY, CALIFORNIA
1916

SCHOOL BUILDING

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DURHAM HALL (LARGE DEAF GIRLS)

TABLE OF CONTENTS

	Page
DIRECTORS AND OFFICERS OF THE SCHOOL	6
REPORT OF PRESIDENT OF BOARD OF DIRECTORS	9
REPORT OF PRINCIPAL	13
Attendance	15
Health	15
Administration	16
School for the Deaf	18
Changes	18
Normal Course	19
School for the Blind	19
Changes	19
Conventions	20
Museum and Library	20
The Alumni	21
New Buildings, Repairs and Improvements	21
Appropriations	22
PHYSICIAN'S REPORT	26
OCULIST'S REPORT	28
DENTIST'S REPORT	30
TREASURER'S STATEMENT	31
VALUATION OF PROPERTY	37
GIFTS AND BEQUESTS	37
DAIRY, ORCHARD AND GARDEN	38
SCHEDULE OF STUDIES FOR THE DEAF	39
COURSES OF STUDIES FOR THE BLIND	56
COURSES IN MUSIC FOR THE BLIND	59
INDUSTRIAL DEPARTMENT	64
LIST OF PUPILS	65
TERMS OF ADMISSION	72

California School for the Deaf and the Blind

Board of Directors

Livingston Jenks, *President*.....Berkeley
David P. Barrows.....Berkeley
Rev. William Nat Friend.....Oakland
Col. Frank W. Marston.....San Francisco
Elmer E. Nichols.....Berkeley
J. S. McCullough, *Secretary and Treasurer*.....Berkeley

Officers of the School

Warring Wilkinson, M.A., L.H.D.....Principal Emeritus
L. E. Milligan, M.A.....Principal
Wm. A. Caldwell, M.A.....Assistant Principal
J. S. McCullough.....Secretary and Treasurer
Veta Smith.....Stenographer

Teachers of the Deaf

Wm. A. Caldwell, M.A.....Head Teacher of Department

F. H. O'Donnell, M.C.T.D.
James W. Howson, M.A.
Winfield S. Runde, M.A
Theophilus d'Estrella
Burton Wells Driggs
Laura Nourse
Anita Gompertz
Hazel Walker
Augusta Harman
Margaret Surber
Alice Metcalf
Clara B. Cooper, B.L.
Julia Ervin
Mabel Dahl
Alma H. Austin, Ph.B.
Marguerite Brown, A.B.

Alice Minister, Teacher in Training
Irene Carpenter, Teacher in Training

Teacher of Reading

Mary Dutch

Teachers of the Blind

Herbert R. Chapman, Ph.B.....Head Teacher of Department

Newel Perry, Ph.D.
H. C. Harter, B.A.
Mildred E. Barnum, B.A.
Eva Coshow
Mary W. Eastman
Myrtle Ranlett

Music Department

Otto Fleissner, Director
Gussie Mast, Piano
Mrs. Marta von Sturmer, Vocal
Mrs. Jeanne E. J. Chapman, Violin and Orchestra

Librarian and Curator of Museum

Charles S. Perry, M.A.

Traveling Teacher

Mrs. Etta Brown

Physical Education

Ethel A. Coplin, for Blind and Deaf Girls
H. C. Harter, B.A., for Blind Boys
B. W. Driggs, for Deaf Boys

Industrial Department

J. C. Jensen, Head Teacher and Foreman of Cabinet Shop
Fred W. Baars, Foreman of Printing Office
Florence Morgan, M.A., Teacher of Domestic Science
Frederick Stobbe, Teacher of Broom Making
Mrs. John Gray McQuarrie, Teacher of Manual Arts
Eben Gay, Teacher of Piano Tuning
John Calonge, Foreman of the Laundry
George Schroder, Foreman of Shoe Shop
Alexander Biondi, Foreman of Barber Shop

Domestic Department

Mark L. Emerson, Physician
Harriet McKay, Nurse
Francis R. Musser, Oculist and Aurist
W. H. Halsey, Dentist
W. S. McKellip, Superintendent of Grounds and Supervisor of Deaf Boys
H. C. Harter, B.A., Supervisor of Blind Boys

Matrons

Mrs. W. S. McKellip,
Head Matron and Matron of Bartlett Hall
Sadie Kirk, Matron of Strauss Hall
Florence Meyer, Matron of Moss Hall
Annie Lindstrom, Matron of Durham Hall
Maud Hilton, Matron of Willard Hall
Grace Dubois, Supervisor of Deaf Girls
Mrs. Henry Frank, Assistant Matron of Moss Hall

Engineers

John Trevethan George H. Briggs Fred Hansen

MOSS HALL (SMALL DEAF BOYS)

BARTLETT HALL (LARGE DEAF BOYS)

REPORT OF THE BOARD OF DIRECTORS

To His Excellency HIRAM W. JOHNSON,
Governor of the State of California.

The Board of Directors of the California School for the Deaf and the Blind respectfully submit the following report for the biennial period ending June 30, 1916.

There were enrolled in the school at the end of this period, 215 deaf and 112 blind pupils, making a total enrollment of 327. There is a waiting list of more than one hundred applicants, and there are probably three hundred more deaf or blind children throughout the State who are entitled to admission. Owing, however, to the impending separation of the deaf and blind departments of the school, the Board is not disposed at this time to ask for additional dormitory or dining room accommodations, as the present equipment will be sufficient for for either department after the separation is effected.

With a view to this separation, the last session of the Legislature passed a bill authorizing the Board of Directors, subject to the approval of the State Board of Control, to purchase the necessary land, as soon as the funds for said purpose were appropriated. The Board finds upon investigation that a suitable site for either school can be purchased for about $50,000; that the total cost of moving the deaf school would be about $500,000; that owing to the smaller number of the blind the total cost of a new school for the blind would be approximately $300,000. The present site can accommodate the deaf for many years to come, and the Board is of the opinion that a site better adapted to their needs should be secured for the blind.

The State Board of Control has reported in favor of the separation, but suggests that in consideration of all the other needs of the State the matter be deferred to the next session of the Legislature, when it should receive first consideration.

This Board is not inclined to question the judgment of the Board of Control, but we believe that because of the congested condition of the school, which cannot be relieved till the separation is effected, the funds for the purchase of the site should be appropriated by the present Legislature. This would clear the way for the erection of the buildings immediately after the next session of the Legislature and would probably hasten the final separation by at least two years.

Under the efficient management of our Principal, Mr. L. E. Milligan, and his assistants, the affairs of the school are progressing very satisfactorily. An opportunity is now presented to the blind youth of our State to pass all matriculation requirements of the University of California without preliminary training outside of our own high school department. The Legislature of 1915 appropriated $3000 for the payment of readers for blind graduates of this school attending the State University and for the assistance of deaf graduates attending the National College for the Deaf at Washington, D. C., not more than $300 to be expended for any one student during any one year. Three blind and two deaf students are the recipients of this assistance and their work has been such as to reflect credit on the school.

The Department of Music has graduated seven pupils during the past two years, two of whom are making a living by their music and four have become piano tuners. The concerts have been artistically a great success and are looked forward to as one of the yearly musical events of Berkelely. It is matter of regret that the organ, which was a gift to the school and has been in daily use for twenty-six years, has not been replaced by a modern instrument.

The Board acknowledges with grateful appreciation the gift of $1000 from Mrs. Bertha M. Kellogg of San Francisco, for the establishment of a university reader scholarship to be known as the "Fred S. Kellogg Memorial Scholarship." The fund is expended at the rate of $250 a year and its beneficiary is doing excellent work in the University.

The Board has received the sum of one hundred dollars, collected by Dr. Newel Perry as a nucleus for a Loan Fund

for the blind graduates. The purpose of this fund is to assist the deserving graduate who is starting out in business or in the practice of his trade or profession. We trust this fund will soon be generously increased as its object is most useful and praiseworthy.

All of the bills introduced in the last Legislature in the interests of this school were passed except the amendment to the Teachers' Pension Act, designed to include the teachers in this school within its provisions. This school is a part of our Public School System, and the work of our teachers is more arduous than that of the teachers in the ordinary public schools. We are informed that the failure of this bill was due to other causes than objections to its provisions and hope for its passage in the present Legislature.

Detailed reports of the Principal and the various officers of the school are submitted herewith.

Very respectfully,
LIVINGSTON JENKS,
President of the Board of Directors.

DINING ROOM AND KITCHEN

Report of the Principal

of the

California School for the Deaf and the Blind

To the Board of Directors

For the Twenty-four Months ending June 30, 1916

MANUAL ARTS BUILDING

REPORT OF THE PRINCIPAL

To the Board of Directors of the California School for the Deaf and the Blind.

GENTLEMEN: Herewith is submitted the biennial report for the period ending June 30, 1916, together with statement of receipts and expenditures for the same period, and estimates and appropriations needed for the two years ending June 30, 1918:

ATTENDANCE

	Deaf			Blind			Totals		
	Boys	Girls	Total	Boys	Girls	Total	Deaf	Blind	Grand Total
On Rolls June 30, 1914	122	93	215	55	44	99	215	99	314
Graduated or left school	25	26	51	13	11	24	51	24	75
New Admissions during two years ending June 30, 1916	32	19	51	19	18	37	51	37	88
On Rolls June 30, 1916	129	86	215	61	51	112	215	112	327

Our waiting list has reached over one hundred for the two schools. Although we admit the new children as promptly as room can be found for them, the new applications are coming in more rapidly each year. New dormitory space, as well as dining room and school room space, is an urgent necessity.

HEALTH

We have been unusually fortunate to escape serious epidemics during the last two years. We have had a few serious cases of pneumonia, appendictis, and mastoid abscesses. With one exception these have made good recoveries through skilful doctoring and careful nursing. I regret to report the death of Florence Meeker, a second-year pupil in the Deaf Department, from double pneumonia. For a detailed account of the care of the children's health, I beg to refer you to the reports of our school physician, Dr. Mark L. Emerson; our oculist and aurist, Dr. Musser; and our dentist, Dr. Halsey.

GENERAL ADMINISTRATION

The laws governing the school were revised and brought down to date by the Legislature of 1915. The thanks of all interested in the school are especially due Speaker C. C. Young of the House and Senator A. H. Breed for their careful attention to our needs in the State Legislature.

The following law was passed to prepare the way for the separation of the deaf and the blind schools in California:

AN ACT TO PROVIDE FOR THE SEPARATION OF THE DEAF AND THE BLIND DEPARTMENTS IN THE CALIFORNIA SCHOOL FOR THE DEAF AND THE BLIND

The People of the State of California Do Enact as Follows:

SECTION 1. The Board of Directors of the California School for the Deaf and the Blind are hereby authorized and empowered, with a view to the separation of the departments of the deaf and the blind in said school, to select and purchase as soon as the necessary funds for said purpose shall have been appropriated, and subject to the approval of the State Board of Control, a suitable tract of land for the purpose of effecting said separation.

(Approved April 1, 1915. In effect August 8, 1915.)

The administration of two schools in close proximity whose interests are so entirely unlike is increasing in difficulty with the size of the schools. The pupils of both schools are suffering from the false economy of the early law-makers in establishing the schools together. California should profit by the experience of the older and larger states and end an intolerable situation.

According to your directions, I have sent the following letter to the Chambers of Commerce of all the cities in the State of over 1000 inhabitants:

In view of the separation of the Deaf and Blind Departments of the California School for the Deaf and the Blind, authorized by the last session of the Legislature, the Board of Directors invites proposals for sites in your vicinity suitable for either department.

For the Deaf School a tract of from 160 to 320 acres is desired suitable for farming and stock and fruit raising, convenient to transportation, water and electric power.

THE GYMNASIUM

For the Blind School a tract of not less than 15 acres nor more than 50 acres is desirable. This should be a suburban tract, convenient to water, sewer, and light, and near a town of not less than 20,000 inhabitants.

Address:

SECRETARY,
BOARD OF DIRECTORS,
SCHOOL FOR THE DEAF AND THE BLIND,
BERKELEY, CALIF.

About one hundred answers have been received from localities ranging from San Diego to Oroville, offering a wide variety of sites at prices ranging from $10,000 to $400,000. A satisfactory site should be obtained for $50,000 at the outside, for either school. The location and character of the new site would largely determine which school should be moved. There are three plans that might be followed:

1. Sell the present plant, which is valued in the neighborhood of $1,000,000, and build two schools on new sites.

2. Move the deaf to an agricultural community and leave the blind to occupy the present plant. This might be left entire or the rear eighty and front ten acres could be sold, leaving the central forty acres on which the buildings stand.

3. Move the blind and leave the deaf the present plant. If this is done a tract of good agricultural land should be purchased within a hundred miles of the school in order to give a certain portion of our deaf boys training and experience in practical farming and stock and fruit raising.

I would suggest that a committee be formed consisting of one member each from the House and Senate, to be appointed by the Governor, to act with a member of the Board of Control, the State Engineer, and your Board of Directors to select this site.

The law providing a sum not to exceed $300 a year for blind graduates of the school who wish to obtain a higher education in the State University was passed and the deaf graduates who desire to attend Gallaudet College, the national college for the deaf in Washington, D. C., were included in its provisions. There are now five blind graduates attending the State Uni-

versity and four deaf graduates attending Gallaudet College. All are making satisfactory progress, and several are making exceptional records notwithstanding their handicaps.

A law including our teachers under the provisions of the Teachers' Pension Act passed both houses of the Legislature but in its hazardous journey was so altered by amendments that the Governor could not sign it. I recommend that this law be introduced again at the coming session of the Legislature.

SCHOOL FOR THE DEAF

The methods of instruction are the same as described in my last two reports. We insist on speech and lip-reading for all who can gain any benefit from it. For those who do not make appreciable progress under oral instruction, we have four manual classes. Some very bright deaf children are oral failures. There is frequently some physical handicap besides deafness which may prevent a pupil from learning to speak and makes lip-reading a torture. One of our graduates who is going to college next year was a total failure in an oral class.

CHANGES

We have suffered the loss of two valued members of our faculty through death. Miss Lizzie Moffat, who taught articulation in the school for twenty-five years, passed away April 14, 1915. She was an efficient teacher and a woman of wide culture and a generous and true friend. As a writer, Miss Moffat possessed exceptional ability. Her well-chosen library of five hundred volumes was donated by her executrix, Mrs. Etta Brown, to the school.

Mr. Henry Frank was a graduate of the Fanwood (New York) School for the Deaf, and entered on his duties as teacher in the California School in 1868. After forty-five years in the school room, he was given lighter duties as custodian of the grounds. He served faithfully in this capacity for the last three years. As a teacher, he was remarkably successful with the beginning classes and his courtly manners made him popular with the hearing public as well as with his deaf

Group of Officers and Teachers

friends. After performing his duties as usual during the day, Mr. Frank peacefully fell asleep on the evening of August 10, 1916.

Miss Augusta Harman, Miss Margaret Surber, Miss Alma Austin, Miss Ruth Comp, and Miss Anita Gompertz resigned to accept positions in other schools and Miss Mabel Dahl to be married. The low salaries paid our women teachers give other schools the opportunity of taking some of the most competent members of our faculty. The vacancies have been filled by Miss Dorothy Houghton of the Northampton (Mass.) School, Miss Marguerite Brown, a graduate of Stanford University and a former teacher of the Rhode Island School, Miss Hazel Walker of the Iowa School, and Miss Alice Minister of Hesperia, California, and Miss Irene Carpenter of Berkeley, who were trained under Miss Harman in our Normal Class. We are in great need of two more teachers in this department, but have been unable to employ them for lack of funds.

Normal Course

Under Miss Augusta Harman we have inaugurated a normal course which will be continued by Miss Houghton. Owing to the difficulty of securing teachers from the east for the salaries we are able to pay, we have been obliged to start a training class, which I hope in time will rival in efficiency and the number of teachers turned out the best training schools of the east. There is no place west of St. Louis where teachers are regularly trained for the work of teaching the deaf. The Rocky Mountain and Pacific Coast States have hitherto been obliged to rely on eastern teachers. Our course is based on those given at Northampton and Gallaudet College.

SCHOOL FOR THE BLIND

Changes

Miss Florence Montgomery resigned to be married and Miss Myrtle Ranlett, who was trained by Miss Eastman and Miss Coshow, has been given her class. Miss Coshow also resigned to be married. She is succeeded by Miss Leila Johnson of the

West Virginia School. Miss Florence Morgan, teacher of domestic science, resigned to return to high school work, and is succeeded by Miss Afton Watson of Salt Lake. We are also in great need of an additional teacher in this department.

CONVENTIONS

The twenty-second convention of the American Association of Instructors of the Blind and the tenth convention of the American Association of Workers for the Blind were held at the California School from Monday, June 28th, to Saturday, July 3, 1915. The officers, teachers and employees from the President of your Board to our deaf watchman did everything possible to make the stay of our visitors pleasant and profitable. The conventions were well attended by delegates from the eastern states and Great Britain, and the papers and discussions were an inspiration for all of us who are laboring for the welfare of the blind in California. The full proceedings of both of these conventions are published and are readily accessible.

The Eleventh Special Convention of the National Association of the Deaf was held in San Francisco from July 19 to 24, 1915. On July 23d this convention met in the school auditorium and was entertained at lunch. The educated deaf of the nation are a fine body of men and women and are a credit to the state schools that have educated them.

MUSEUM AND LIBRARY

The museum and library has made rapid strides under the direction of Professor Perry. Many exhibits from the Panama-Pacific Exposition and other sources have been donated to us.

The teachers and pupils of all departments took turns in demonstrating their work at the Exposition. The authorities awarded us a gold medal for our display.

The Mechanics Institute, through the courtesy of President Jenks, has donated about five hundred volumes to our library during the past two years. The number of books in our library

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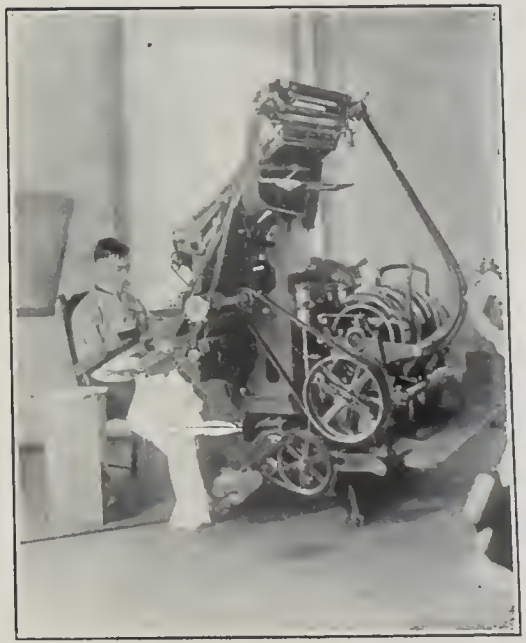


LINOTYPE

has increased from 3000 to 5000. We have donated all of our embossed library in Boston Line and many of the books in New York Point to the State Library for the Blind in Sacramento. These books were no longer read by the pupils and might be used by the larger circle of blind readers that are supplied by the State Library. Our library in American Braille has increased from 800 to 1500 volumes.

THE ALUMNI

The California Association of the Deaf presented three medals to the most deserving pupils in the school for the deaf, to be awarded at the commencement exercises. A gold medal is given to the best pupil in the advanced classes; a silver medal to the best pupil in the intermediate department; and a bronze medal to the best pupil in the primary department.

The California Alumni Association of Self-Supporting Blind also annually presents a gold watch for the best literary production from a pupil of the high-school department.

NEW BUILDINGS, REPAIRS AND IMPROVEMENTS

The Gymnasium Building has been completed and equipped. The main floor is 55 by 90 feet in area with a completely equipped stage at one end and a gallery containing a moving-picture booth at the other. The first floor has an enameled brick swimming pool, 22 feet wide and 77 feet long, varying in depth from two to eight feet. There are shower and dressing rooms in connection.

The new dairy barn is completed and occupied. There are stalls for forty-four cows. A milk house has been built, containing separator and pasteurizing plant. We have the room but not the machinery for butter and cheese-making. Shelter sheds, corrals and calf sheds have also been built. A road up the hill to the barn is under construction, but owing to the nature of the soil it is almost impassable in wet weather. The old dairy barn is used for a storeroom for hay and lumber.

New machinery has been put in the laundry and kitchen

and an ice-making machine and cold storage installed. Two Ford machines have been purchased—a five-passenger and a light truck.

An artesian well has been drilled to 300 feet. Five water-bearing strata have been found. The first at 55 feet was contaminated and cased off. The second at 137 feet, the third at 180 feet, the fourth at 245 feet and the fifth at 305 feet, yield altogether about 3000 gallons in twenty-four hours. It is the purpose of the Engineering Department to go the depth of 450 feet unless an ample supply of water is encountered sooner.

A fire escape for the Manual Arts Building was erected, making six fire escapes of the Kirker-Bender pattern which have been put up.

The outside woodwork of all the main buildings has been painted.

New electric wiring is being installed throughout the plant and a new central steam-heating plant is under course of construction.

APPROPRIATIONS

Support

An increase in our support fund from $37,500 to $44,000 a year is asked, for the following reasons:

1. The cost of living has increased since the war began. Flour, beans, and sugar are higher. Our hay bill has jumped in the last year from $3000 to $4000.

2. Our bills for light and power will be more than doubled as we will discontinue making our own light when the old power plant is abandoned. We are operating all our new industrial machinery with motors.

3. The cost of maintaining all of the trades is rising. Paper, ink, leather and all metals are higher than two years ago.

Salaries and Wages

An increase in the annual salaries and wages fund from $70,000 to $77,960 is asked, for the following reasons:

1. With the increase of oral instruction for the deaf, we must have smaller classes in order to give more individual instruction. One teacher

LABORATORY

CABINET SHOP (DEAF AND BLIND)

cannot handle more than two grades with success. Some of our teachers have three and even four grades in one class room.

2. The primary teacher in the blind school has at present twelve beginning pupils and three other grades. This is entirely too much to expect of a teacher.

3. New teachers and help required:

2 Literary Teachers of the Deaf	$2,160
1 Literary Teacher of the Blind	1,080
1 Teacher of Music for the Blind	600
1 Engineer and General Repair man	1,080
1 Director of Physical Education	1,200
1 Yardman	420
1 Gardener	420
	$6,960

4. A few deserved raises should be granted in order to hold some of our most valued and capable teachers and employees $1,000

SPECIAL APPROPRIATIONS

Tentative Appropriations, depending on the decision of the Board of Control as to whether the Deaf or the Blind School is to be moved.

If the Board of Control grants your request to divide the schools immediately, an appropriation not to exceed $50,000 for a site should be made by the next Legislature.

If it is decided to move the deaf, a new institution to accommodate the number of the deaf in school at present and the certain increase during the next ten years would cost approximately $450,000

These figures would depend largely on whether fire-proof buildings were erected and on the style of architecture. These figures are conservative and are based on the experience of other states.

If it is decided to move the blind, a new institution completely equipped to handle the probable numbers in the next ten years would cost about $250,000

IMMEDIATE NEEDS

1. To care for our immediate needs at the present plant, we should have a kindergarten building to handle the younger pupils and relieve the congestion in the dormitories, dining room, and school rooms. Plans for ths building have been drawn and estimates furnished by the Engineering Department.

To build and equip kindergarten building ..... $ 60,000

2. To give the girls equal opportunities to gain an industrial education. We need a girls' industrial building. The boys now are well supplied but the girls have only the most meager facilities for learning sewing, dressmaking, millinery, cooking and domestic science. These figures are also verified by the Engineering Department

To build and equip girls' industrial building..... $18,000

3. To complete central heating plant and purchase machinery, renewing old radiators and connections with present buildings. The original estimate by the Engineering Department called for $46,000. Of this amount $25,000 was appropriated and has been spent by the Department.

Balance to finish and equip plant..... 21,000

4. To provide readers for the blind graduates of the school who are taking a regular course at the University of California and help pay the expenses of deaf graduates of the school who are attending the National College for the Deaf at Washington, D. C..... 4,200

5. To complete electric wiring now under way. The original appropriation allowed for this work is insufficient, owing to advance in price of materials and the additional work necessary for fire protection, which could not be anticipated owing to the nature of the repair work..... 15,500

Total $118,700

REPAIRS AND IMPROVEMENTS AND NEW EQUIPMENT

Most of the following small appropriations were asked for two years ago, but we failed to get them owing to the lack of money in the State Treasury. They are even more necessary now.

1. New Fences.

We are unable to keep our cows in the pastures on account of the dilapidated condition of our pasture fences which are thirty years old..... $1,600

2. New Plumbing and Sewer Lines..... 1,200

3. Moving and Remodeling Old Horse Barn which is a public nuisance where it stands..... 2,000

4. Paint for Five Builindgs and Fences..... 1,800

5. Manure Carrier, Feed Room and Ceiling for Dairy Barn 600

6. Butter and Cheese-Making Machinery for Milk Room.... 500

7. Dish Washing Machinery and Remodeling Room..... 800

ART ROOM

SHOE SHOP

8. Cement Retaining Walls and New Cement Walks and Floors in Basements	$1,750
9. Extending Orchard and Replacing Old Trees	1,200
10. Repairs on Hot House to Prevent Its Falling Down	500
11. Water Works, Development of Spring on Hills back of of School and Construction of Storage Tank and Piping Water to Barn and Sinking Artesian Well	5,000
12. Maple Floors to Replace Splintered Pine Floors and Remodeling Dormitories	3,200
13. Outdoor Playground Apparatus	2,000
14. Poultry Plant and Equipment	1,500
15. Rebuilding Chapel Organ. This organ has had twenty-five years' hard use and is in bad condition	6,000
16. New Roads. In wet weather the dirt roads through our grounds are almost impassable	4,000
17. Garbage Incinerator	750
18. Musical Instruments for the Blind. We need two new and pianos and orchestra instruments	1,500
19. Enlarging Dining Room and Erecting Fire Escapes from Help's Quarters	1,600
Total required for Repairs and Improvements	$37,500

SUMMARY

Site for New School	$ 50,000
Buildings for the New School for the Blind	250,000
Buildings for the New School for the Deaf	450,000
New Additions to Old Plant and Completing Work under way	$118,700
Repairs and Improvements	37,500
Support (Annually $44,000)	88,000
Salaries and Wages (Annually $77,960)	155,920
Total	$400,120

ACKNOWLEDGMENTS

For the kindness of our many friends and for the loyal co-operation of our teachers, officers and employees we are grateful. We deeply appreciate the encouragement received from your Board of Directors and the state officials.

Respectfully submitted,
L. E. MILLIGAN, Principal.

PHYSICIAN'S REPORT

To the Principal of the California School for the Deaf and the Blind.

SIR: During the past two years there has been a total of five hundred and fifty-eight cases in the hospital confined to beds, giving an average of thirty-one cases per month. These cases vary from a few days to several weeks.

Convalescent patients, when not infectious cases, have their meals and sleep at the hospital, while taking some of their studies in the school.

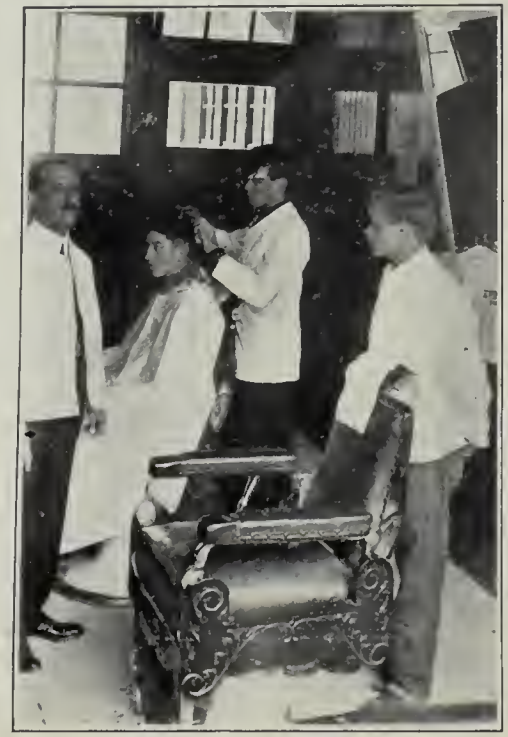
The clinic treatment rooms of the hospital are especially arranged for minor operations and eye, nose and throat examinations. There has been a monthly average of two hundred and sixteen treatments and one hundred and forty-three minor surgical dressings.

Since the completion of the swimming tank and new gymnasium, a re-examination of all pupils was necessary. An accurate history of all pupils is tabulated on the card system. Notations of all physical defects are recorded and later corrected or devised accordingly. The removal of diseased tonsils and adenoids is recommended when necessary as well as circumcisions. These conditions constitute the bulk of our minor operations.

The laboratory work of the hospital is conducted by the State Hygienic Laboratory at Berkeley. The infectious cases are isolated in single rooms, while the general cases are confined to ward beds as well as the convalescents.

The following is a list of the more serious cases:

Appendicitis	2
Fractures	4
Tonsils and Adenoids	22
Diphtheria	9
Rheumatism	6



BARBER SHOP

GIRLS' SEWING ROOM

Pleurisy	4
Pneumonia	7
Malaria Fever	5
Circumcisions	10
Scarlet Fever	4
Measles	27
Chicken Pox	3
Death	1

A graduate nurse is always in attendance at the hospital. The physician makes daily visits. Special graduate nurses are employed on the more serious cases when necessary. The Principal receives a morning report of all cases in the hospital, their temperature and the physician's diagnosis of each case.

Parents are always notified when the children are seriously sick, or whenever any operation is necessary. The hospital has been repainted throughout; screens placed on all windows and battleship linoleum over the entire floor surface of the building. We take special pride in showing the hospital to visiting physicians, and to those interested in this branch of the school work. The cheerful co-operation of the Principal and the Board of Directors has had much to do with the success of the hospital.

The eye specialist, Dr. Francis R. Musser, and the dentist, Dr. W. H. Halsey, have been very faithful by holding regular clinics at the hospital, also treating cases at their offices.

We are indebted to our consulting physicians, Dr. S. H. Buteau, Dr. O. D. Hamlin and Dr. Sawyer of the State Hygienic Laboratory. Also to our graduate nurse, Miss Harriet McKay, for her faithful care and consideration of those in her charge.

Respectfully submitted,
MARK L. EMERSON,
Physician and Surgeon.

OCULIST'S REPORT

To the Principal of the California School for the Deaf and the Blind.

SIR: A physical examination of the students of the school has been made during the last two years to ascertain the condition of their eyes, noses, throats and ears, individual records kept, and where health could be improved by operative measures, action was taken where consent could be procured from the parents.

Thirty-nine tonsil and adenoid cases were operated upon, and with the previous work done along this line, we have raised the standard of health very considerably in the institution.

Although daily palliative treatment was given to those who called for it, for the various pathological conditions which arose—such as lid and deeper eye infections, and mucous involvements of nose, throat and ear, yet the main thought has been along preventive lines—to place the students in a more healthy state so that they might the better resist disease. In this aim I have had the hearty co-operation of Dr. Emerson and Mr. Milligan.

In the past winter owing to the prevalence of Influenza we have had more than the ordinary number of infected cases involving mucous surfaces. The fifteen cases treated for abscess of the middle ear were largely among those who had not taken advantage of opportunity given them to have their noses and throats put in the best condition—and yet virulent as these infections were, they all responded to surgical drainage through the ear drums, excepting one case which developed a mastoid abscess. He had had his tonsils removed, but on account of a deflected septum could not breath properly through the nose. This case would have proved fatal if the most radical surgical measures had not been used, as it was

he recovered with a fair amount of hearing and as good health as before.

Routine cases have been treated at the office and in the school hospital—operative cases at the Merritt Hospital. The work has been pleasant, and I am sure it has proven beneficial in permanent results.

Thanking those who have aided and co-operated with me, I submit respectfully this report.

FRANCIS R. MUSSER, M. D.,
Oculist and Aurist.

October 10, 1916.

DENTIST'S REPORT

To the Principal of the California School for the Deaf and the Blind.

SIR: The dental conditions at the school are fairly good and we have had comparatively few abscess cases. Many of the students have been in need of extensive dental work that must be done by the family dentist. Some have had this work done during the vacation period, but many have not done so as yet and it should be attended to this coming vacation.

From June, 1914, to June, 1916, the following work has been done:

Inspections	240
Extractions	98
Prophylactic Treatments	260
Abscesses	28
Exposed Pulp Cases	76
Dressings and Treatments	241
Temporary Fillings, Gutta Percha	10
Cement Fillings	55
Amalgam Fillings	102
Root Canal	57

Respectfully submitted,

W. H. HALSEY,

Dentist.

In the Museum—Mr. d'Estrella (right) and Curator Perry discussing a vase.

TREASURER'S STATEMENT

TREASURER'S STATEMENT

SIXTY-SIXTH AND SIXTY-SEVENTH FISCAL YEARS

TWENTY-FOUR MONTHS ENDING JUNE 30, 1916

RECEIPTS AND DISBURSEMENTS OF STATE FUNDS

TITLE	APPROPRIATION OR BALANCE AVAILABLE	CREDIT APPROPRIATION ACCOUNT TRANSFER OF MATERIALS, CASH RECEIPTS	TOTAL AMOUNT AVAILABLE	DISBURSED BY STATE ENGINEERING DEPARTMENT	DISBURSED BY SCHOOL	TOTAL DISBURSEMENTS	BALANCE AVAILABLE JULY 1, 1916
GENERAL APPROPRIATIONS							
Salaries and Wages:							
Balance Available July 1, 1914	$ 802.13						
Sixty-sixth Fiscal Year	65,000.00						
Sixty-seventh and Sixty-eighth Fiscal Years	140,000.00		$205,802.13	*Lapsed July 1, 1915 $ 3.00	$134,908.36	$134,911.36	$ 70,890.77
Support:							
Balance Available July 1, 1914	355.13						
Sixty-sixth Fiscal Year	30,000.00			*Lapsed July 1, 1915			
Sixty-seventh and Sixty-eighth Fiscal Years	75,000.00		105,355.13	4.84	64,369.06	64,373.90	40,981.23
SPECIAL APPROPRIATIONS							
Manual Arts Building and Equipment, Chap. 655–11	3,219.98	Transfer Material $ 143.02	3,363.00	18.13	2,916.07	2,934.20	428.80
Gymnasium and Equipment, Chap. 440–13	51,056.94		51.056.94	47,277.49	2,397.76	49,675.25	1,381.69

Fire Escapes, Chap. 439–13	19.12		19.12	19.12		19.12	
Dairy Barn, Chap. 442–13	5,697.38		5,697.38	5,387.55		5,387.55	309.83
Repairs and Improvements, Chap. 514–13	1,407.33		1,407.33	1,211.12		1,211.12	196.21
School Equipment, Chap. 513–13	1,054.45	Transfer Material	1,054.45		1,054.45	1,054.45	
New Machinery, Chap. 441–13	5,667.17	15.00	5,682.17	2,326.42	2,728.76	5,055.18	626.99
Repairs and Improvements, Chap. 247–15	8,550.00	969.95	9,519.95	9,014.08	151.95	9,166.03	353.92
New Electric Wiring, Chap. 248–15	12,500.00		12,500.00	2,902.90		2,902.90	9,597.10
Fire Escape, Manual Arts Building, Chap. 249–15	1,500.00		1.500.00	1,459.67		1,459.67	40.33
Developing and Equiping Artesian Well, Chap. 250–15	4,000.00		4,000.00	20.00		20.00	3,980.00
University Readers and Expenses, Students Attending Gallaudet College, Chap. 681–15	3,000.00		3,000.00		880.11	880.11	2,119.89
Repairs and Improvements, Chap. 251–15	4,500.00		4,500.00	4,003.74		4,003.74	496.26
Heating System, Chap. 277–15	25,000.00		25,000.00	581.68		581.68	24,418.32
Printing, Sixty-sixth Fiscal Year	166.22		166.22	104.32	Disbursed by State Printing Department	104.32	61.90
Printing, Sixty-seventh and Sixty-eighth Fiscal Year	600.00	Receipts Cash	600.00	250.06		250.06	349.94
Contingent Fund	2,916.63	12,576.23	15,492.86		14,043.64	14,043.64	1,449.22
	$442,012.48	$13,704.20	$455,716.68	$74,584.12	$223,450.16	$298,034.28	$157,682.40

*Balances in Appropriations for Salaries and Wages ($3.00) and Support ($4.84) July 1, 1915, which lapse on this date, are included in above Statement of Total Disbursements, but are not included in Analysis of Disbursements as shown by that Statement.

RECEIPTS AND DISBURSEMENTS OF TRUST FUNDS

TRUST FUNDS	Cash on Deposit July 1, 1914	Receipts, Account Interest and Dividenos	Receipts, Account Loans Paio	Total Cash	Disbursed as per Vouchers	Loans on First Mortgage	Total Disbursements	Cash on Deposit July 1, 1916
Durham Fund	$3,578.08	$6,099.08	$40,500.00	$50,177.16	$5,595.97	$41,000.00	$46,595.97	$3,581.19
Strauss Fund	853.23	1,784.79	4,000.00	6,638.02	1,882.56	3,800.00	5,682.56	955.46
Library Fund	405.29	42.26		447.55				447.55
Ver Huele Fund	325.93	463.95		789.88	85.00		85.00	704.88
Ingalls Fund	30.70	3.00		33.70	1.32		1.32	32.38
Islam Temple Fund	357.65	28.40		386.05	163.30		163.30	222.75
Kellogg Fund (Received July 7, 1914, $250), (Received July 21, 1915, $250)	500.00	14.74		514.74	374.28		374.28	140.46
Blind Alumni Fund (Received Sept. 30, 1915)	108.70	3.30		112.00				112.00
	$6,159.58	$8,439.52	$44,500.00	$59,099.10	$8,102.43	$44,800.00	$52,902.43	$6,196.67

ANALYSIS OF DISBURSEMENTS

Education of Pupils	$ 12,921.81
Support and Subsistence of Pupils	35,307.23
Care and Welfare of Pupils	3,306.60
General Repairs and Improvements	88,436.39
General Expense	17,413.83
Production Departments	13,165.86
Salaries and Wages	135,577.15
Total Disbursements	$306,128.87

TRIAL BALANCE

JUNE 30, 1916

State of California, 63d and 64th Fiscal Yeas	$ 436.44	
State of California, 65th and 66th Fiscal Years	2,584.46	
State of California, 67th and 68th Fiscal Years	152,096.92	
Appro., Repairs and Improvements, Chap. 247–15	616.03	
Properties Acquired Prior to July 1, 1915	1.00	
Properties Acquired Subsequent to July 1, 1915	34,107.68	
Stores	1,683.88	
Contingent Fund	1,530.08	
Trust Fund Revenue, Cash	5,866.36	
Advances from Trust Fund Revenue, Cash	463.75	
Expenses Incurred Prior to Juy 1, 1915	10,271.93	
Revolving Fund, Cash	300.00	
Expense	130,348.32	
Trust Properties	6,438.10	
Loans Receivable	59,800.00	
Pupils, Cash	452.56	
Trust Fund, Cash	579.43	
Appropriation, Manual Arts Building and Equipment, Chap. 655–11		$ 428.80
Appro., Improvements, Chap. 569–11		2.64
Appro., Water Supply, Chap. 523–11		5.00
Appro., Support, 65th and 66th Fiscal Years		4.84
Appro., Salaries, 65th and 66th Fiscal Years		3.00
Appro., Printing, 65th and 66th Fiscal Years		61.90
Appro., Gymnasium and Equipment, Chap. 440–13		1,381.69
Appro., Repairs and Improvements, Chap. 514–13		196.21
Appro., Machinery and Equipment, Chap. 441–13		626.99
Appro., Dairy Barn, Chap. 442–13		309.83
Appro., Support, 67th and 68th Fiscal Years		40,681.26
Appro., Salaries, 67th and 68th Fiscal Years		70,890.85
Appro., Printing, 67th and 68th Fiscal Years		349.94
Appro., New Electric Wiring, Chap. 248–15		9,597.10
Appro., Fire Escape, Manual Arts Building, Chap. 249–15		40.33
Appro., Artesian Wells, Chap. 250–15		3,980.00
Appro., Readers for Blind and Expenses of Pupils Attending Gallaudet College, Chap. 681–15		2,119.89
Appro., Repairs and Improvements, Chap. 251–15		635.26
Appro., Heating System, Chap. 277–15		24,418.32

(Continued on Next Page)

TRIAL BALANCE *(Continued)*

Stock Adjustment Account	547.03
California School for the Deaf and the Blind	9,786.93
Claims Payable	8,043.44
Reserve for Revolving Fund	300.00
Revenue Contributions from State	137,449.36
Trust Fund Revenue	3,716.75
Board and Tuition	4.232.31
Sales	1,780.59
Department Productions	18,487.41
Trust Funds Contributions to Revenue	229.18
Pupils' Deposit Fund	452.56
Trust Funds	66,817.53
	$407,576.94 $407,576.94

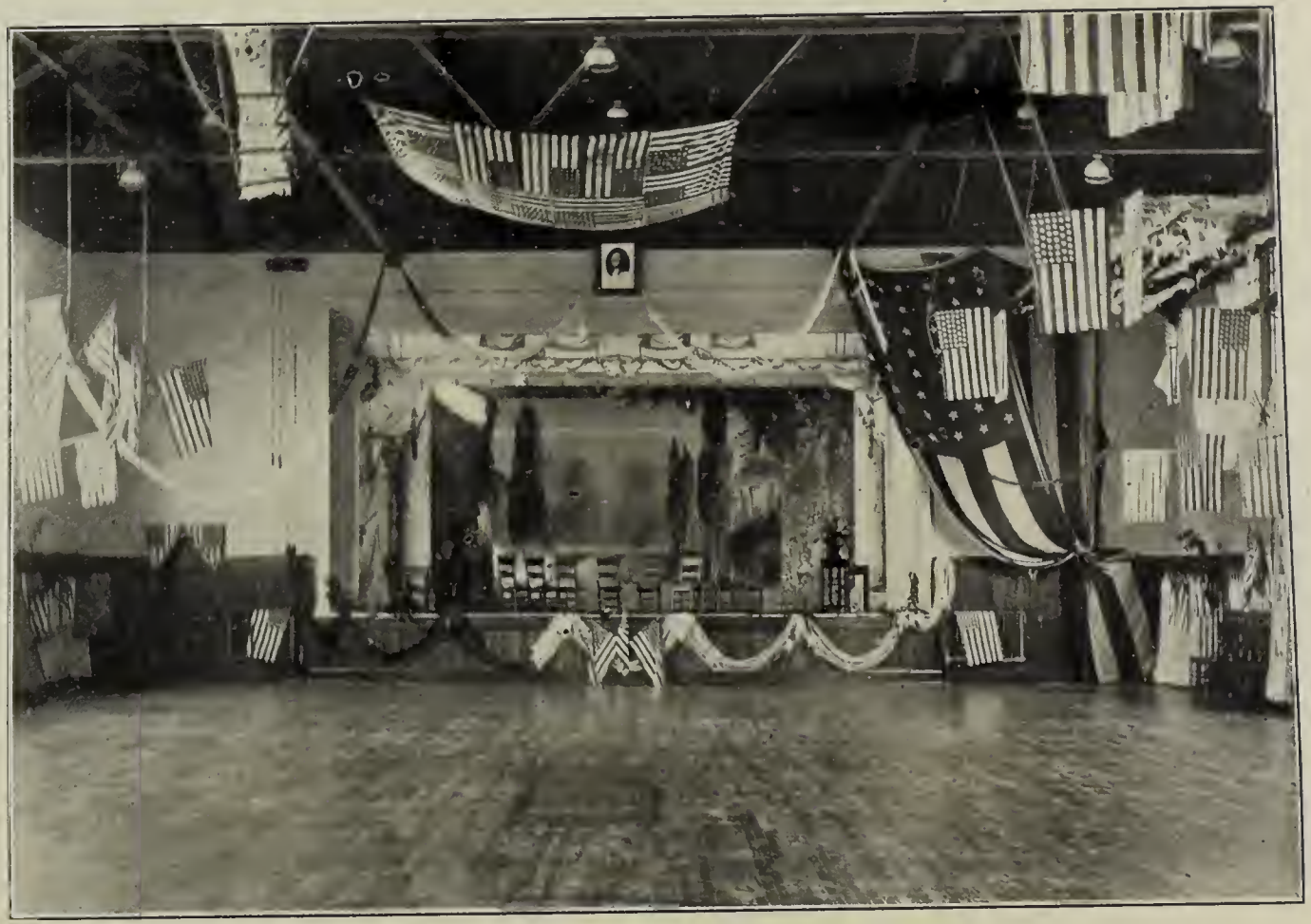
Respectfully submitted,
J. S. McCULLOUGH, JR.,
Secretary and Treasurer.

STATE OF CALIFORNIA }
County of Alameda } ss.

On this nineteenth day of February, in the year of our Lord, one thousand nine hundred and seventeen, before me, V. B. Smith, a notary publc in and for the County of Alameda, State of California, residing therein, duly commissioned and sworn, personally appeared J. S. McCullough, Jr., known to me to be the person described in and whose name is subscribed to the within instrument, and he acknowledged to me that he exccuted the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, at my office in Berkeley, County of Alameda, State of California, the day and year in this certificate first above written.

V. B. SMITH,
Notary Public,
In and for Said County of Alameda,
State of California.



Auditorium in Gymnasium Building—February 22, 1916

VALUATION OF PROPERTY

Land, 131.35 acres (bought in 1867 for $12,500)	$ 650,000.00
Buildings—	
Educational Building (built 1881–1888)	100,000.00
Bartlett Hall (deaf boys' dormitory, 1894)	60,000.00
Durham Hall (deaf girls' dorimtory, 1890)	55,000.00
Willard Hall (blind girls' dormitory, 1881)	50,000.00
Moss Hall (small deaf boys' dormitory, 1878)	47,500.00
Strauss Hall (blind boys' dormitory, 1878)	47,500.00
Refectory (1880–1888)	26,500.00
Power House and Laundry (1879)	8,000.00
Bakery and Helps' Quarters (1888)	6,000.00
Old Dairy Barn (1890)	2,000.00
Horse Barn (1890)	2,000.00
Conservatory (1892)	1,500.00
Manual Arts Building (1913)	40,000.00
Kirber-Bender Fire Escapes, six (1913–1916)	7,000.00
New Dairy Barn, Sheds and Corrals (1914–1916)	12,414.30
Gymnasium (1915)	50,000.00
Principal's Cottage (1880)	6,000.00
Hospital (1902)	10,500.00
Foundation for New Power House (1916)	1,033.63
Water Rights and Works	36,582.51
Orchards	1,226.00
Equipment	78,261.75
	$1,299,018.19

GIFTS AND BEQUESTS

	1914	1916
Loans	$64,500.00	$64,800.00
Cash	5,550.88	6,445.79

DAIRY, ORCHARD AND GARDEN

Value of Vegetables raised for two years 1914–16..	$ 2,564.97	
Value of Fruit raised for two years 1914–16.....	212.16	
		$ 2,777.13

VALUE OF DAIRY PRODUCTS 1914–16

Milk, 64,190 gallons @ $.25.....	$16,047.50	
Veal, 4,952 lbs. @ $.12½.....	619.00	
Beef, 4,933 lbs. @ $.10½.....	517.96	
Hides	107.65	
		$17,292.11
Total Value of Farm Products.....		$20,069.24

THE CALIFORNIA BOYS AT GALLAUDET COLLEGE,
WASHINGTON, D. C.
From left to right, Geo. Whitworth and Walter Valiant (Freshmen), Lewis Peterson and Oscar Guire (Preparatory Class)

SCHEDULE OF STUDIES

SCHOOL FOR THE DEAF

FOREWORD

The following SCHEDULE is not supposed to be exhaustive, but the work outlined for each year, if it is carried out faithfully, will advance the learner in systematic order, and not cause the confusion which inevitably results if the instruction, year by year, is not conducted methodically. It is especially important that the ground work in language and numbers be thoroughly done. The purpose of language is to communicate thought. The study of numbers is something different from and more than merely arranging figures in certain orders. It is more vital that a child should use words intelligently than that he should use them grammatically. In our proper ambition to secure accuracy of expression, let us not lose sight of the fact that, after all, an imperfect sentence, if it indicates a desire to express thought, is infinitely preferable to a page of faultless English repeated by rote but with no purpose of conveying a message of any sort. At the same time it must be admitted that the pupils should be required daily to memorize sentences and lessons, and to reproduce them when called on, but such work, at least in the lower grades, should be of a kind that the child can make use of in his letters home, or in his daily journals. If a pupil in his letter home quotes from the printed lesson in his book, it shows that he has not grasped the purpose of language at all, and the efforts of the teacher should be directed toward effecting a change. Advantage should be taken of every opportunty to associate language with the incidents it describes. We can not, indeed, always bring about the action or condition of affairs necessary to illustrate the constructions we wish to teach, but there are numberless opportunities for using language aptly and in such a way as to impress it on the learner:

I got a new cap yesterday.
It is blue.
My mamma sent it to me.

Here is an incident in which the chief actor is intensely interested. Advantage should at once be taken of it, and the vein should be worked until it is exhausted, or, in other words, until the interest in the matter in hand wanes and something else attracts attention.

Similarly in numbers, the personal element should be utilized on all occasions. The admirable little book by Miss Kent supplies a long-felt want in this direction, and any pupil who has mastered the exercises set forth therein will be well fitted to make calculations and deal intelligently with numbers generally.

In the preparation of this brief outline of studies, similar and more elaborate schedules in use elsewhere have been consulted and borrowed from freely. Notable among these were the *Missouri Language Manual*, *Michigan Methods*, and the Ohio *Course of Instruction*.

WM. A. CALDWELL,
Head Teacher.

THE ENTERING CLASS

During the first year that pupils are in school, the work is largely of a preparatory nature. It not infrequently happens that deaf children are unwisely allowed much liberty at home, and they come to school with a stubborn will and a hearty dislike of anything that involves routine and order. It is the teacher's task to correct this and to prepare the wilful little ones for the necessary tasks and duties that lie before them. They are taught, first of all, to respect the rights of others, to be obedient and respectful to those in charge of them, and in general to conform to the rules of polite society, as children are taught to do in any well-regulated home. Much of the "lesson" work is in the form of play, the usual kindergarten apparatus being used for this purpose. By the aid of the Northampton Charts, the pupils are taught the elements of speech and lip-reading, simple commands being given, such

as: Jump, Run, Hop, Skip, Come to me, Stand up, etc., the pupils being also called on to name objects as they are pointed out. By the close of the year, it is possible to make a division of the class, those who give promise of ability to profit by oral instruction being placed in one group and the others being assigned to the manual department.

FIRST YEAR

LANGUAGE.—*Sweet's First Lessons, No. 1*, revised edition, using the *past tense* to begin with. The remarks of the author, "To the Teacher," in the first part of the book, have not been revised to conform to the conditions called for in the *Lessons* (the habitual present being used in the illustrations cited), but aside from this they indicate how the work of starting the pupils is best undertaken and carried on the first year. *The Five Slate System* of Miss Katharine E. Barry is preferable to the diagramming of sentences and the use of symbols suggested by Miss Sweet in this book, it seems to me.

While the *First Lessons* will serve as an admirable and reliable guide, the actual work of the class should consist chiefly of language exercises relating to incidents and persons familiar to the pupils. By the close of the year they should have a vocabulary of 200 or 300 nouns (the names of familiar objects), 30 or 40 adjectives, 100 or more verbs, a dozen prepositions, and a few of the more common pronouns. They should be able to execute such directions as these, when spoken or written to them, if pupils of an oral class, or when spelled or written to them, if pupils of a manual class:

Run, hop, dance, etc.
Shake hands with——.
Give the book to ——.
Put the book under the table.
Give me four buttons (or 5, 6, etc., to 10).
Please give me a pencil.
May I shut the door?
May I go out?
May I take the book?
Excuse me.
Thank you.

They should have a ready command of the pronouns: *I, you, he, she,* and *they,* much drill being necessary to this end. In teaching verbs, care should be taken to make clear the difference between the progressive form, "John is running," and the habitual form, "John runs (daily)."

Supplementary work in the use of pictures and primers will be found useful, such works as the following being of this kind:

Cyr's Primer.
Cyr's First Reader.
Fuller's Illustrated Primer.
The Perry Pictures.

NUMBER WORK.—*Kent's Manual,* the portion assigned for the first year, carrying the work, however, to the number 10, instead of stopping at 5. Perfect familiarity with the numbers should be attained by the close of the year, so that the pupils will associate the figures instantly with the numbers which they represent. Miss Kent's caution against counting is especially worthy of note, the pupils being required to recognize at sight the number of articles held up.

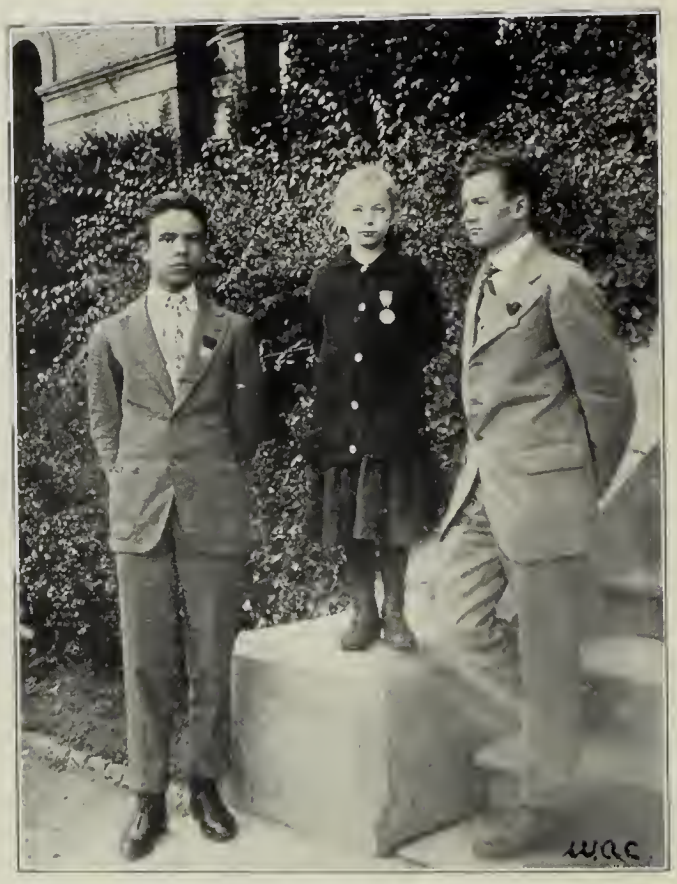
MORAL INSTRUCTION.—Lessons on proper behavior, good and bad conduct given at opportune times.

SECOND YEAR

Review of first year's work.

LANGUAGE—*Sweet's First Lessons, No. 1,* continued. While the steps outlined in the lessons indicate the kind of work expected of the class, the language used should still, as in the first year, relate as far as possible to incidents and persons familiar to the pupils. There should be much "action work" from commands (spoken, written, or spelled,) volunteered or descriptive of classroom events, introducing past, present, and future tenses. Especially should the lessons for memorizing be of incidents known to the pupils and not those in the book.

SIGHT READING.—Simple stories taken from the lips or from the fingers of the teachers, or from a single reading on the slate, should be reproduced by the pupils. This should be a frequent exercise.



WINNERS OF THE C. A. D. PRIZES FOR THE SCHOOL YEAR 1915–16

Esther Anderson
(Bronze Medal)

Robert Mepham
(Silver Medal)

Oscar Guire
(Gold Medal)

As examples of the special work needed in language forms, the following may be cited:

For practice in the use of pronouns:

Teacher—Ella, open the door. (After act is performed.) What did you do?
Ella—I opened the door.
Teacher—(to class) What did Ella do?
Class—She opened the door.
Teacher—Edward, give your book to me. What did you do?
Edward—I gave my book to you.
Teacher—(to class) What did Edward do?
Class—He gave his book to you.

Adverbial modifying phrases may be taught to advantage in this way:

James likes to play ——— (where?).
James likes to play ——— (when?).
James likes to play ——— (how?).

Questions beginning with "whose," "when," "will," "may," should be used by the pupils before the close of the year. They should also be able to answer such questions as the following, involving the progressive, habitual, and historical forms of tense:

What is John doing? (He is writing.)
What does he do every day? (He writes his lesson.)
What did he do yesterday? (He played ball.)
What did Henry do while John was playing ball? (He made a kite.)
What was Charles doing when you saw him? (He was flying his kite.)
What do you think your parents will be doing when you get home? (I think they will be drying fruit.)
What will you do then? (I will help them.)

The demonstratives, *this* and *that*, the distinction being made clear by daily illustrations in actual practice: This book, that book; this desk, that desk. "Give *this* book to Alice." "Give *that* book to George."

Adjectives taught by contrast: This book is large; that book is small. This pencil is hard; that pencil is soft.

NUMBER WORK.—*Kent's Manual*, the portion assigned for the second year.

Moral lessons and stories given as opportunity offers.

NOTE.—All communication, as far as possible, should be carried on in English, spoken, written, or spelled.

THIRD YEAR

Review of second year's work.

LANGUAGE.—*Sweet's First Lessons, No. 2*, forms the basis for this year's work, though, as in the previous grades, the bulk of class exercises should relate to incidents and persons familiar to the pupils. Considerable attention should be given to descriptive writing, descriptions of persons and things, of pictures, real and imaginary (tell the pupils to close their eyes and describe what they see); comparison of objects, animals, trees, houses.

Dialogues and journals should be required daily, the bringing in of news items from the playground being encouraged.

Comparison of adjectives, including much special drill on "more than," and "most."

Each, other, every, another, are words which need to be taught with much care and persistence. (One thing to be guarded against is the erroneous idea that when "each" is used in a sentence, it implies equality. When the pupil reaches the stage in arithmetic where this word is used, he is often in a fog because he thinks "each" necessarily means that the two or more persons have the same quantity of whatever may have been divided among them. If asked this question: I gave John seven apples and Albert five apples; John gave one of his apples to Albert; how many did each then have?—he answers correctly, "Each had six apples." If the question is varied to make John give *three* apples to Albert, the pupil is more than likely to be misled, by his misunderstanding of the word "each," into thinking that the two boys must have an equal number, and, as he can not reconcile this with the scene as he mentally pictures it, he is at a loss to know what to think.)

PRIMARY CLASS—BLIND DEPARTMENT

RUTH FULTON
of the Blind Department, the littlest pupil in school

The compound personal pronouns, *myself*, *yourself*, *himself*, etc.

Passive forms: Practice in changing from the active to the passive, and *vice versa.* Care is necessary to prevent the pupil from getting the idea that he may use either form indifferently on all occasions. It is necessary to choose illustrative work with great care to avoid this error, otherwise we have the absurd constructions, "I have a book." "A book is had by me." "Jack ate his dinner." "His dinner was eaten by Jack," etc. "He was hurt by a fall" is preferable to "a fall hurt him," if the purpose is to emphasize the *effect* and not the cause.

Sight reading: As in the second year, but with more detail. In this connection, Hammond's *Story Reader, No. 1*, and *Language Drill Stories:* Louise Upham, should be used. Personal experiences of the pupils can also be used to advantage.

Outline drawing: simply rough sketches of the schoolroom or of the door or any familiar surface, the purpose being to develop some ability in judging of proportions.

Sense training: exercises to train the powers of observation. Place a few objects on the desk in a certain order; allow a moment's study of them, then conceal and shift to new positions, the pupil being called on to replace as at first. Vary order, placing sometimes in lines, sometimes in piles, sometimes irregularly.

Time of day: Beginning with the hour hand alone—"It is nine o'clock," "It is nearly ten o'clock," "It is past two o'clock." It will be easy, later in the year, to begin work with the minutes.

NUMBER WORK.—*Kent's Manual*, the portion assigned for the third year. Each step should be illustrated with objects, and the name of the object should always be written by the pupil in answering a question.

Thus, the simple figure should never be accepted as an answer unless it is used abstractly.

3 and 2 are 5; but—
3 books and 2 books are 5 *books.*

Bible stories in simple form should be prepared by the teacher and given to the class.

FOURTH YEAR

LANGUAGE.—*Sweet's First Lessons, No. 3,* is the guide for the year's work in language, the forms introduced being made a part of the pupil's vocabulary by being associated with persons and incidents familiar to him.

Much drill on the use of the perfect tenses is essential, with illustrations by the teacher to show the difference between "went" and "had gone," "goes" (or "is going"), and "has gone."

Conditional clauses:

If —— —— —— ——, I will not go to the city.
I will go to the city unless —— —— ——.
Henry said he would not play unless —— —— —— ——.
If —— —— —— ——, she will get a scolding.

Expressing the same thought in more than one way:

Miss D. taught me last year.
Miss D. was my teacher last year.

Alice is a good student.
Alice studies well.
Alice is studious.

Different meanings for the same word: Shook hands with, shook his fist at, shook his head, shook his finger, shook a rug, etc.

Question exercises: The pupils need to be systematically trained to ask questions. An excellent exercise in this line is conducted in this way: Hide some article in a box, and require the class to find out what it is by asking, "Does it belong to you?" "What is it made of?" "Is it very heavy?" etc.

Dialogues and journals daily.

Sight reading of stories, the gist to be written out by the pupils in their own words, or the facts elicited by questioning. Particular drill is necessary to induce the pupils to note the *essential* points in the narrative. Hammond's *Story Reader, No. 2,* and *Stories in Prose and Rhyme:* Francis McKeen,

should be made use of in this exercise; also short stories and accounts by the teacher.

Outline drawing (continued): The pupils can be prepared for work in geography by telling them to draw the plan of the class room and then have them mark in the margin "north of," "south of," etc. While neatness and reasonable accuracy are desirable in this exercise, the purpose is not to make artists or architects, but to develop familiarity with the terms used in geography.

NUMBER WORK.—*Kent's Manual,* the portion assigned for the fourth year. Much drill on "more than," "less than," "dime's worth of." Shopping dialogues and making of change.

Bible Stories, continued.

FIFTH YEAR

Review of fourth year's work.

LANGUAGE.—*Sweet's First Lessons, No. 4.* By the time the pupil has entered his fifth year in school, he should be able to communicate readily in English, spoken, written, or spelled, and its use should be constant. The temptation in all classes is to treat English as a *study* merely instead of regarding it as a means of communicating thought. It is the very aptness of such expressions as the following which makes them invaluable in acquainting the learner with their meaning and proper use:

> Please lend me your knife.
> Don't write on the wall slates; I want you to use paper.
> Someone borrowed my knife and forgot to return it; who was it?
> Hurry up; it is nearly twelve o'clock.

Pupils who daily *see* these expressions on the lips or fingers of their teacher are getting better instruction than is provided in any text-book that ever was printed. For instance, if a pupil, during a lesson in history, asks, "Is Napoleon living now?" and the teacher replies, *in English,* "No, he has been dead a long time," the most important feature of the incident is not that the pupil has learned something about Napoleon, but that he has seen the expression "has been dead" used in

such connection as to impress on his mind and memory the shade of meaning implied by the use of that particular tense.

Names of tools and language relating to their use should be given much attention during the year:

James drove a nail with a hammer.
Anna can not sew without a thimble.
Thomas raked up the leaves on the lawn.
Edith cut out a dress.

Willoughby's *Direct and Indirect Quotations* should be in frequent use during this year, and the practice of making the necessary changes from one form of expression to the other should be made a part of the pupil's own efforts at composition.

Current Events written on the slate daily by the teacher, in simple language. Dialogues and journals by pupils daily.

Sight reading of short stories and descriptions continued. Selections from Kellogg's *Stories for Language Study* and *Little Stories, Simply Told* (Minnesota School), should be made for this purpose.

Idioms: Selected words and expressions from Jenkins' *Words and Phrases,* only those suited to the grade and intelligence of the pupils being used.

Bible Stories, continued.

Outline drawing continued and extended to include home and other distant tracts. As in the previous year, the purpose is not to make artists, but to familiarize the pupils with geographical terms and the conventional forms used in making maps. Thus, the plan drawn by the pupil should always have the northern part of the map at the top of the sheet. It is a help to have the pupil face toward the north while drawing the plan.

NUMBER WORK.—*Kent's Manual,* the portion assigned for the fifth year.

SIXTH YEAR.

Review of fifth year's work.

LANGUAGE.—Beattie's *Makers of American History* to be used as a text-book. Recitations to be conducted entirely in

GIRLS' RACE AT PICNIC
TURKEY TURKS AT RHEARSAL
PLAY TIME

LUCY RUELAS
PETER MOSCONI
TONY CATALINA
JAMES GRAY

PRIMARY SCHOOL ROOM
TURKEY TURKS AT REST
GROUP OF MASQUERADERS

English, spelled, spoken, or written, and the use of English by the pupils in their presentation of requests or inquiries should be strictly insisted on.

Idioms: Continuation of exercises with selected words and expressions from *Words and Phrases*, suited to the grade of the class. The purpose should be, not to induce the pupils to make use of the idioms, but to learn their meaning only. The best way to accomplish this, perhaps, is to write a sentence, introducing the idiom in proper form, and underscoring it. Then require the pupils to rewrite the sentence, using other words in the place of the idiom, or telling what they think the idiom means.

Much work should be done with *Direct and Indirect Quotations*, and similar work by the pupils, independently of the book, should be encouraged.

Talks and Stories and *Raindrop* as a reading book. Conversations with the pupils about the incidents and characters mentioned, but no strict questioning. The purpose is to train the pupils to read for the pleasure of it and not as a task.

Current events: As in the preceding year, a daily record of current happenings should be placed on the wall slates to be read by the class, and any incident in which they evince unusual interest should be written out in detail. Dialogues and journals daily by the pupils.

Exercises designed to develop the powers of observation, memory, imagination, and reasoning ability. Thus: allow a moment's study of a picture and then ask such questions as these:

> Was there anything green in the picture?
> How many persons did you see in the picture?
> What do you think is the name of the boy in the picture?
> What season of the year is it in the picture?

A variation of this same exercise would be to allow a glance at some articles in a box and then to question the class about them, or allow them to give such facts as they may have noted in their own way. Show the class a magnet, and let them experiment with it freely for some days, impressing on them the fact that it attracts only iron or steel. When they

have become thoroughly familiar with this fact, give one of the class a box containing a mixture of tacks, sawdust, copper nails, pebbles, and other odds and ends. Tell him to separate the tacks from the other material. Let the magnet be in sight, but do not suggest its use. If the first pupil does not think of using the magnet call up another, and another, telling each one that there is a simpler way than that of slowly picking out the tacks by hand. No matter whether any of them catch your meaning or not, the lesson will be worth while when the teacher finally shows how to make use of the magnet. Ask the class, "Can you see Mr. Perry's house from our window?" to find out whether they will go and *look first* before answering. So, also, place a box on the desk, and ask, "What is in the box?" Such experiments are to encourage investigation. Invite estimates of the length of lines, the number of sheets of paper in a pile, the number of pages in a book, of part of a book, the weight of objects, etc.

Map of California: By the close of the year, the pupils should be able to draw a rough outline map of the State, locating the principal cities, rivers, lakes, mountains, etc. A map of the State should be placed on the *north* wall of the room, and occasional questions asked about it. The pupil should also be required to locate on the map the scene of incidents narrated in the current news notes, to point out his native town, trace the route by which he goes home, and similar work.

Old Testament stories in connection with lessons on deportment. Cain's envy of Abel leading to murder, the sacrifice of Isaac compared with the sacrifice made by the mother in our Civil War who gave five sons to the service of the country, Jephthah's rash vow, showing the folly of hasty or ill-considered promises, etc. Such comparisons have an educational value entirely apart from their moral teaching. Memorizing of selected passages, 23d Psalm, Lord's Prayer, Ten Commandments, etc.

NUMBER WORK.—*Kent's Manual,* the portion assigned for the sixth year.

SUPPLEMENTARY READING.—Selections from the following

or similar books should be given the pupils to read, and talks on the subject-matter should be an occasional exercise.

Grandfather's Stories: Johonnot.
Story of Columbus and Magellan: Lawler.
Stories of Our Country: Johonnot.
Hero Stories from American History: Blaisdell and Ball.
Short Stories from American History: Blaisdell and Ball.

Other books may be substituted for these where it seems desirable, and the daily newspaper, together with *Current Events* and the column of "Fact and Comment" in *The Youth's Companion,* supply much valuable material for use in this direction.

SEVENTH YEAR

Review of sixth year's work.

LANGUAGE.—*Stories of American Life and Adventure* to be used for a text-book, all recitations being conducted in English to the exclusion of signs.

Idioms: Continuation of work with selected forms and constructions from *Words and Phrases and* from other sources, such as *Quong's Dictionary. Direct and Indirect Quotations* should be gone through thoroughly, and the pupils should be able to make the required transpositions from one form to the other readily by the end of the year.

Current Events written out daily on the wall slates by the teacher, special attention being given to any incidents in which the class show unusual interest.

Sight reading of stories from printed, spelled, or written copy at least twice a week. Systematic training in reading as a means of enjoyment, and not merely as a form of study, is necessary in the case of the deaf pupil, as all teachers agree; and the best way to attain this end is to make of English a living thing; the disposition to put everything into signs is a positive hindrance to this end, and it is a delicate and difficult task to overcome this tendency on the part of the pupil. But when once the learner has been led to see that printed words can present a picture to his mental vision as intelligible and as

plain as a gesture, a great advance has been made in the right direction.

SUPPLEMENTARY READING.—The following books should be read by the class during the year, and the special tastes of the pupils should be studied with a view to developing a fondness for reading:

Stories of Heroic Deeds: Johonnot.
Stories of the Olden Times: Johonnot.
Fifty Famous Stories Retold: Baldwin.
Stories of Great Americans for Little Americans: Eggleston.
Some Successful Americans: Williams.

Geography: Weekly lessons in the form of talks about the map, pointing out islands, rivers, mountains, etc., and familiarizing the pupils with the points of the compass. The natural divisions of the land and water to be seen from the school grounds should be used in teaching this subject. When the class has seen San Francisco Bay itself from the window, and it is then shown to them on the map, the purpose and value of the map is impressed on the mind of the learner.

EIGHTH YEAR

Review of the seventh year's work.

LANGUAGE.—*Eggleston's First Book in American History.* An altas will be supplied for each pupil, to be used in connection with the lessons in history.

Elementary Grammar: Hoenshel
First Lessons in Geography: Beattie.

Idioms: Practice in the *use* of some of the more commonly used forms of *Words and Phrases,* and exercises to aid the pupil in understanding (but not using) the more unusual idioms. Of the first kind, the following are samples:

put off (meaning to postpone)
put on (meaning to don)
changed (his) clothes
on purpose
picked up (showing difference in use from *picked* alone)
once (an indefinite time in the past, as in beginning a story)

A PORTION OF PUPILS' DINING ROOM, WITH CHRISTMAS DECORATIONS. PETER COOK, HEAD WAITER, AND EDWARD J. COLEMAN, ASSISTANT

let alone
on this side of
on the other side of

Of the kind whose meaning should be understood, but which should not be taught for use by the pupils, these are good samples:

as tall again, as old again, etc.
at break of day
at all hours
for the time being
high time
on the spur of the moment

Sight Reading of short stories continued. It is desirable that the teacher of each grade should accumulate, year by year, a selection of simple narratives of a kind suitable to his grade, and use them for this purpose. Æsop's fables may be drawn on to advantage to this end, and rich material is furnished in the various school papers.

Current events daily on the wall slates, or spoken or spelled by the teacher, with comments. Daily journals by pupils, letter writing at least once a month, practice in writing business letters, such as: applications for positions, inquiries about work, asking prices on goods, etc.

Physiology and Hygiene: Human Body and Health: Davison.

Good Morals and Gentle Manners: This book, in connection with talks by the teacher, to be used weekly, supplemented by Bible stories and similar lessons.

NUMBER WORK.—A general review of the principles, followed by such special work as may be needed to make up deficiencies. Much practice in the measurement of surfaces, the use of weights and measures and similar exercises. In continuing decimal fractions, begun in the seventh year, the first 61 pages of the *Grammar School Arithmetic:* California Series, or *Prince's Arithmetic,* Book IV, should be covered before the close of the eighth year.

Books for supplementary reading.

The Raindrop

Youth's Companion Series:
The Wide World.
Northern Europe.
Toward the Rising Sun.
Strange Lands Near Home.
Industries of To-day.

Speech and Lip-reading. Lessons by the teacher. In all cases where possible, communication to be through medium of speech.

NINTH YEAR

Review of eighth year's work.

History: Wallach's Historical and Biographical Narratives.
Geography: Carpenter's North America. Also lessons based on daily news items and history lessons.
Physiology and Hygiene: Smith's Primer.
Grammar: Hoenshel's Complete Grammar.
Morals and Manners: Richman and Wallach's Good Citizenship. The Lord's Prayer, the Ten Commandments and other portions of the Bible memorized. Special Lessons in Morals and Manners by Teacher.
Arithmetic: California State Series Grammar School. Robinson's Progressive.
Language Work: Willoughby's Quotations, Jenkins' Idioms and Phrases, Letter writing, Journals, Compositions, Story reproductions, etc.

Books for supplementary reading:

American Biographies: Young Folks Library.
Stories of Things: Owen Publishing Co.
Classic Stories: Pratt.
Library Literature: Miscellaneous.

Some ability to discuss the persons and incidents mentioned in these books will be expected of pupils in this grade when the annual examination takes place.

Speech and Lip-reading: Special lessons by the teacher.

TENTH YEAR

Review of ninth year's work.

The scheme for this class provides for three alternating sets of books, as follows:

BLIND GIRLS USING DICTAPHONE

BASKET WEAVING CLASS (BLIND)

1916–17 McMaster's *Brief History of the United States.* Dunn's *Community and Citizen.*
1917–18 Myer's *Ancient History.* Selections from Gayley's *Classic Myths.*
1918–19 Myer's *Mediaeval and Modern History.* Macy's *Our Government.*

By this plan, pupils remaining in the class for three years, as many do, can always be assured of a change of study with the beginning of each new term, and at the same time the pupils entering the class for the first time are entered in the same studies as the old pupils, thus avoiding the necessity of making two or more divisions.

Geography: Study of maps in connection with current events.
Grammar: Lessons by teacher based on Baker's *Correct English.*
Morals and Manners: Narratives teaching morals and extracts from the Bible memorized.
Arithmetic: California State Series, Grammar School.
Bookkeeping: A short course in double entry bookkeeping.
Language work: Jones' *Study of English, III.*

Sight reading of stories and incidents of current interest, descriptions of pictures requiring solutions ((as those of figurative meaning), paraphrasing of poems, compositions on topics assigned by teacher.

Typewriting: Daily practice at the machine.

Supplementary Reading: Each pupil will be required to read the following books before the end of the year:

The Man Without a Country: Hale.
Chaucer's Stories Simply Told.
Stories of the Days of King Arthur.
Lamb's Tales from Shakespeare.
Plutarch's Lives (Selections).

As in previous grades, the pupils will be expected to answer questions on these books.

Pupils passing beyond the 10-year course of study will pursue the studies of the high school course.

COURSES OF STUDIES

SCHOOL FOR THE BLIND

HERBERT R. CHAPMAN, Ph.B., Head Teacher

ELEMENTARY LITERARY COURSE—EIGHT YEARS

PRIMARY DEPARTMENT—THREE YEARS

FIRST YEAR

Mathematics—Numbers to 50; simple mental work; Primary Arithmetic, David Eugene Smith.
Reading—Primer and First Reader; spelling.
English—Language Lessons.
Kindergarten—

SECOND YEAR

Mathematics—Numbers to 150; reading from 100 to 1000; simple work in addition, subtraction, multiplication and division; Primary Arithmetic, David Eugene Smith.
Reading—Second and Third Readers; spelling.
English—Language Lessons, with emphasis upon the noun and adjective.
Science—Talks by the teacher.
Writing—American Braille.
Kindergarten—

THIRD YEAR

Mathematics—Numbers to 1000; reading from 1000 to 10,000; simple mental work in addition, subtraction, multiplication and division; Primary Arithmetic, David Eugene Smith.
Reading—Third Reader concluded and the Fourth Reader; spelling.
English—Language Lessons, with special emphasis upon the pronoun, verb, subject and predicate.
Science—Talks by the teacher.
Writing—American Braille.

INTERMEDIATE DEPARTMENT—THREE YEARS

FIRST YEAR—FOURTH YEAR OF FULL COURSE

Mathematics—Review and Compound Numbers; Intermediate Arithmetic, David Eugene Smith.
Reading—Fifth Reader and Reading from various authors; spelling.
Geography—Elementary, Rand-McNally.
English—Language Lessons.
Science—Elementary work.

SECOND YEAR—FIFTH YEAR OF FULL COURSE

Mathematics—Common Fractions and Decimals; Intermediate Arithmetic, David Eugene Smith.
Reading—From various authors; spelling.
History—History Stories, Edward Eggleston.
Geography—Werner Grammar School, North America, Horace S. Tarbell.
English—Composition and Introductory Lessons in English Grammar, Wm. H. Maxwell.
Science—Elementary work.

THIRD YEAR—SIXTH YEAR OF FULL COURSE

Mathematics—Decimals, etc.; Intermediate Arithmetic, David Eugene Smith.
History—United States, Primary, J. B. McMaster.
Geography—Werner Grammar School, South America and Europe, Horace S. Tarbell.
Mathematics—Arithmetic, Advanced, David Eugene Smith.
English—Composition and Introductory Lessons in English Grammar (completed), Wm. H. Maxwell.
Science—Elementary, field work.
Typewriting—The Rational System, Mechanism of Typewriter, Cutler and SoRelle.

GRAMMAR DEPARTMENT—TWO YEARS

FIRST YEAR—SEVENTH YEAR OF FULL COURSE

Mathematics—Arithmetic, Advanced, David Eugene Smith.
History—United States, J. B. McMaster (completed).
Geography—Asia and Africa.
English—Composition and Advanced Lessons in English Grammar, Wm. H. Maxwell; simple classics read and studied; spelling.
Science—Stories on Science from Braille texts.
Typewriting—The Rational System, care of typewriter.

SECOND YEAR—EIGHTH YEAR OF FULL COURSE

Mathematics—Arithmetic, Advanced, David Eugene Smith; review of arithmetical principles.
History—United States, D. H. Montgomery.
English—Composition and Advanced Lessons in English Grammar, Wm. H. Maxwell; simple classics read and studied; spelling.
Science—Physiology and Hygiene, Applied, Overton.
Typewriting—The Rational System, writing from dictation with emphasis upon rapidity, manifolding.

HIGH SCHOOL LITERARY COURSE—FOUR YEARS

FRESHMAN YEAR—NINTH YEAR OF FULL COURSE

Mathematics—Algebra, Wentworth.
History—Myer's General, Ancient.
English—Elements of Composition and Rhetoric, William Williams; spelling.
Latin—First Year of Latin, Collar and Daniell.
Science—Physiography, Gilbert and Brigham; Biology, Hunter's Elements.
Commercial—Business Methods, Teller and Brown; Bookkeeping, Ellis,

SOPHOMORE YEAR—TENTH YEAR OF FULL COURSE

Mathematics—Geometry, Plane, Wentworth.
History—Myer's General, Mediæval and Modern.
English—Introduction to English Literature, Painter.
Latin—Cæsar's Gallic War, Four Books, Allen and Greenough.
Science—Zoology, Jenks and Steel; Chemistry, Remsen; Botany.
Commercial—Commercial Law and Salesmanship.

JUNIOR YEAR—ELEVENTH YEAR OF FULL COURSE

Mathematics—Geometry, Solid, Wentworth.
History—English and French, D. W. Montgomery.
Sociology—Elements of, Franklin H. Giddings.
English—Introduction to American Literature, Painter.
Science—High School Physics, Carhart and Chute.
German—First Year of German.

SENIOR YEAR—TWELFTH YEAR OF FULL COURSE

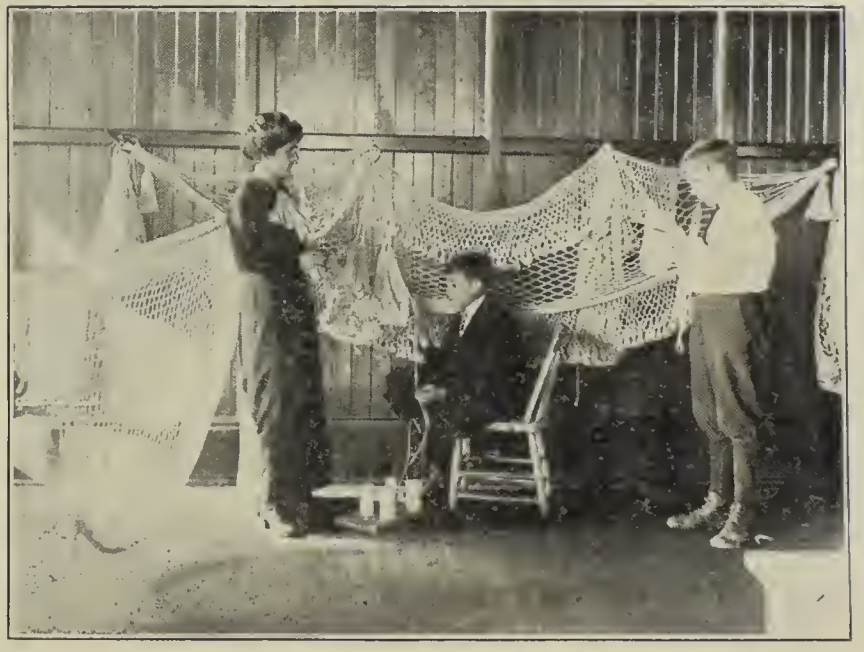
History—United States and Government, Fiske.
Philosophy—Psychology, Wm. James; Moral Science, Fairchild.
Political Science—Political Economy, Walker; Political Economy, Thompson.
English—A study of classics; Composition.
Science—Geology, Tarr; Astronomy, Young.
German—Second Year of German.

N. B.—A student in order to graduate from the High School Department must be credited with forty-five units of work from the above prescribed studies or from electives offered by the Musical or Industrial Departments.

Those desiring to enter the University of California are requested to select from the above subjects the full matriculation requirements.

A Literary subject taken for one year at five periods per week of fifty minutes each with proper preparation is valued at three units.

PIANO TUNING (BLIND)



HAMMOCK WEAVING (BLIND)

COURSES IN MUSIC

SCHOOL FOR THE BLIND

PROF. OTTO FLEISSNER, Musical Director

PIANO DEPARTMENT

PRIMARY

American Braille, Musical Notation for the Blind.
Position of Hands, Arm and Body.
Mathews' Standard Graded Studies, Vol. 1.
Touch, Rhythm and Phrasing.
Intervals and Simple Harmonies.
Kohler Etudes, Op. 50.
Brauer Etudes, Op. 15.
Scales in Simple Form.
Chords in Simple Form.
Pieces, Sonatinas, Etc.
Duets, Trios and Quartettes.

INTERMEDIATE

Exercises without Moving the Hands,
Exercises with the Hand Firmly Fixed,
Exercises with the Hand Moving,
Exercises for Tremolo,
Diatonic Major, Minor and Chromatic Scales,
Chords, Broken Chords and Arpeggios,
From L. Plaidy's Technical Studies.
Touch, Rhythm and Phrasing.
Duvernoy's Etudes, Op. 120.
Berens Etudes, Op. 61.
Bach Preludes.
Czerny School of Velocity, Op. 299.
Doering Octave Studies, Op. Vols. 1 and2.
Cramer Etudes.
Wrist Studies.
Pieces, Sonatinas, Etc.
Duets, Trios and Quartettes.
Harmony.
History of Music.

ADVANCED

Scales—Major, Minor and Chromatic,
Chords—Broken and Arpeggios,

Chords—Dominant and Diminished Seventh,
Connected Thirds, Fourths and Sixths,
Scales in Thirds, Fourths and Sixths,
Scales in Major, Minor and Chromatic,
From L. Plaidy's Technical Studies

Cramer Etudes (Buelow Edition.)
Heller Etudes, Op. 45.
Bach Two and Three Voiced Inventions.
Moscheles Preludes, Op. 73.
Doering Octave Studies, Op. 24.
Czerny Toccata, Op. 92.
Doering Octave Studies, Op. 25.
Clementi-Taussig Gradus ad Parnassum.
Moscheles, Op. 70.
Kullak Octave Studies, Vols. 2 and 3.
Bach Preludes and Fugues (Welltempered Clavichord).
Chopin Etudes, Op. 10 and 25.
Gurlitts Exercises in Thirds and Sixths, Op. 100.
Schumann Studies, Op. 13.
Pieces, Sonatas and Concertos.
Harmony.
History of Music.
Staff of Notation.

ORGAN DEPARTMENT

Four years of piano instruction required.
Pedal Studies in Intervals,
Position of Hands, Feet and Body,
Organ Touch and Phrasing,
Pedal Studies for Heel and Toe,
Studies for Manuals and Pedals,
Pedal Studies in Scales,
Pedal Studies in Arpeggios,
From Zundel's and Douglas' Organ Methods.

Organ Stops (Speaking and Mechanical).
Registration and the Use of Swells.
Organ Construction.
Pieces by American, English, French, German and Italian Composers.
Bach's Eight Short Preludes and Fugues.
Bach's Organ Concertos.
Sonatas and Compositions by Guilmant, Rheinberger, Widor, Mendelssohn, Lemare and Others.
Bach's Preludes and Fugues of the Later Period.
Hymns and Preluding.

"The Spinning Wheel" (A Puritan Romance)
Gertrude Childress Helen Taylor Clinton Benedict
(Rip Van Winkle Play)

Rip Van Winkle (Carol Land) and the Dwarfs

Modern Dancing (Rip Van Winkle Play)
George Whitworth and Mary Johnson
Elbert Dowling and Esther Anderson

Coaching in Choir Work.
Accompanying and Extemporizing.
History of Organ.

THEORY DEPARTMENT

System of Intervals.
Triads of the Major and Minor Scales.
Seventh Harmonies.
Modulation and Suspensions.
Organ Point and Sustained Parts.
Harmonic Accompaniment to a Given Part.
Formation of Melody and Accompanying Parts.
Exercises in Two and Three Part Movement.
Exercises in Five, Six, Seven and Eight Part Movement.
Harmonic Treatment of a Given Part in Melodic Form.
Forms of Musical Endings.

Simple and Double Counterpoint.

Canon and Fugue.
Fillmore History of Music.

VOCAL DEPARTMENT

Proper Use of Breathing.
Position of Mouth and Tongue.
Individual Tone Exercises.
Special Exercises for Breathing.
Intervals, Scales and Arpeggios.
Vocalization and Technic.
Luetgen Studies in Velocity.
Abt Solfeggis.
Concone Studies.
Songs in English, German and French.
Enunciation, Attack and Phrasing.
Facial Expression and Style.
Ensemble Singing.

VIOLIN DEPARTMENT

PRIMARY

ETUDES AND STUDIES

Hohmann, C. H., Practical Violin School, Part I.
Henning, Violin School, Part I.
Sitt, Hans, Op. 32, Books I, II, III, IV, (Selected Studies).
Kayser H. E., Op. 20.
Dont, J., Op. 37. 24 Exercises.

TECHNICAL STUDIES

One and Three Octave Scales.
Simple Bowings.
Position Work and Shifting between I, III and V Positions.

SOLOS

Kelly, Easy Pieces in the First Position.
Mittell, Popular Graded Course, Part I.
Household Series of Music Books, No. 48.
Classic Duos.
Air Varies (6 Petits), Dancla.
Seitz, F., Concertos Nos. 2, 5.
Huber, Concerto.
Hollander, Concerto.
Schubert, Sonatinas.
Violin Duets, Trios and Quartets.

INTERMEDIATE

ETUDES AND STUDIES

Mazas, Op. 36. Special Studies.
Kreutzer, Rudolf, 42 Studies.
Fiorillo, 36 Caprices.

TECHNICAL STUDIES

Scale Studies, Single and Double Stops.
Casorti, A., Technic of the Bow.
Singer, E., Daily Studies. (Finger.)

SOLOS, CONCERTOS AND SONATAS

Concertos—Viotti, Nos. 22, 23; Rode, No. 7; de Beriot, No. 7, No. 1.
Sonatas—Hændel, A Major; Haydn, Mozart, Tartini, Grieg, F Major.
Selected Solos.
Ensemble Work—Orchestra and String Quartet.

ADVANCED

ETUDES AND STUDIES

Rode, P., Gavinies, Sauret, E., Paganinni.
Bach, Six Sonatas for Violin Alone.

TECHNICAL STUDIES

Sevcik, O., Exercises in Double Stops.
Special Studies in Bowing and Tone Production.

SOLOS, CONCERTOS AND SONATAS

Concertos—Mozart, Haydn, Mendelssohn, Wieniawski. Bruch, Saint Saens, etc.

Sonatas—Grieg, "G" Major; Beethoven, Corelli, Brahms.

Solos—Selections from Violin Compositions of Vieuxtemps, Wieniawski, Sarasate, Saint Saens, etc.

Ensemble Work—Orchestra and String Quartet.

PIANO TUNING DEPARTMENT

METHOD OF INSTRUCTION IN PIANO TUNING

First Step—Elementary piano construction, position of tuning-pin with reference to string, etc.

Second—Pupil is taught proper position of tuning-hammer and the tuning of middle unisons.

Third—Tuning upper and lower unisons using one mute.

Fourth—Tuning octaves using two mutes.

Fifth—Tuning fifths.

Sixth—Tuning fourths.

Seventh—Tuning temperament by altering fourths and fifths with use of the major and minor third as test chords.

Eighth—Stringing and general repair work.

Ninth—Thorough drill in tuning with refeence to speed, accuracy, etc.

INDUSTRIAL DEPARTMENT

The following twenty-four trades and occupations are taught under competent instructors:

SCHOOL FOR THE DEAF

1. Art.
2. Barbering.
3. Bookkeeping.
4. Cabinet Work.
5. Dairying.
6. Domestic Science.
7. Dressmaking.
8. Gardening.
9. Laundry Work.
10. Photography.
11. Printing.
12. Sewing and Fancy Work.
13. Shoemaking.
14. Silk Reeling.
15. Sloyd.

SCHOOL FOR THE BLIND

1. Basket Making.
2. Broom Making.
3. Cabinet Work.
4. Chair Caning.
5. Crocheting and Knitting.
6. Dictaphone and Stenography.
7. Domestic Science.
8. Dressmaking.
9. Hammock Weaving.
10. Laundry Work.
11. Piano Tuning.
12. Raffia and Reed Work.
13. Rug Weaving.
14. Sewing.
15. Sloyd.

THE FOOTBALL TEAM—1916
Standing—Kearns, Claver, Harum, Modisett, Sanchez, Corcoran, Fries
Second Row—Gemignani, Lee, Tyhurst (Captain), Land (Manager), Boam, Benedict
Third Row—Marlatt, Dutton, Mathews, Smith, Purbeck

LIST OF PUPILS

Deaf Girls

From June 30, 1914, to June 30, 1916

Name	Home	Cause of Deafness
Adams, Blanche	Anaheim	Spinal Meningitis
Allison, Annie	Corning	Congenital
Allison, Mae	Corning	Congenital
Anderson, Esther	San Francisco	Congenital
Arnold, Lilly	Oakland	Congenital
Biscay, Jennie	Livermore	Congenital
Bizzini, Nellie	Petaluma	Congenital
Blakesley, Alta	Petaluma	Fall
Bray, Dorothy	Oakland	Cold
Brower, Lucille	San Francisco	Spinal Meningitis
Brown, Evelyn	Ventura	Measles
Burkhardt, Glenn	Porterville	Congenital
Canon, Harriet	Gridley	Spinal Meningitis
Cano, Dorothy	Redwood City	Fall
Cardoza, Clara	Petaluma	Congenital
Carodza, Minnie	Petaluma	Congenital
Castro, Melitino	San Francisco	Congenital
Childress, Gertrude	Corona	Abscess
Coleman, Thelma	Santa Ana	Pneumonia
Corbett, Margaret	La Porte	Congenital
Crispi, Clara	Grangeville	Spinal Meningitis
DeWitt, Ethel	Anaheim	Fall
Dunnigan, Florence	Berkeley	Scarlet Fever
Dunsmore, Lora	Turlock	Spinal Meningitis
Egan, Edna	San Francisco	Scarlet Fever
Eisner, Amelia	Fresno	Congenital
Eisner, Charlotte	Fresno	Congenital
Elliott, Katie	Turlock	Congenital
Enos, Mamie	Oakland	Congenital
Enos, Rose	Oakland	Congenital
Fletcher, Myrtle	Oakland	Diphtheria and Measles
Forbes, Ramona	Oakland	Blow
Garofalo, Mary	Los Angeles	Congenital
Gilbert, Mabel	Gridley	Spinal Meningitis
Granum, Olga	Gridley	Congenital
Hansen, Meta	Oakland	Congenital
Harraden, Mildred	Yreka	Spasms
Harrison, Carmelita	Oakland	Congenital
Hemmings, Dorothy	Oakland	Unknown
Hoopes, Edith	Oakland	Congenital
Indart, Emily	Reno, Nevada	Congenital
Johnson, Clara	Ripon	Fall
Johnson, Mary	San Francisco	Congenital

DEAF GIRLS—*Continued*

Name	Home	Cause of Deafness
Kaiser, Augusta	Oakland	Congenital
Kearns, Esther	Sanger	Scarlet Fever
Kolberg, Minnie	Stockton	Congenital
Lambdin, Alameda	Independence	Congenital
Larimer, Gracie	Santa Rosa	Congenital
Marshall, Eleanor	Sebastopol	Congenital
McGowan, Eleanor	Los Angeles	Congenital
Martin, Blanche	San Francisco	Congenital
Meeker, Florence	Red Bluff	Spinal Meningitis
Mees, Beulah	Corona	Congenital
Moldrup, Bernice	San Francisco	Pneumonia
Money, Beluah	Los Angeles	Spinal Meningitis
Montgomery, Gladys	Oakland	Congenital
Montgomery, Joycie	Oakland	Congenital
Newbauer, Martha	Sunnyvale	Catarrh
Overton, Georgia	Chico	Spinal Meningitis
Pastori, Lena	Eureka	Congenital
Pittman, Ruth	Elko, Nevada	Congenital
Price, Isabelle	Los Angeles	Whooping Cough
Reich, Ada	San Francisco	Congenital
Reich, Libby	San Francisco	Congenital
Scaramella, Selina	San Bernardino	Congenital
Schmidt, Tillie	Oakland	Spinal Meningitis
Scott, Ethel	Casa Blanca, Arizona	Whooping Cough
Seay, May	Berkeley	Cold
Sheehan, Mamie	Palermo	Spinal Meningitis
Smith, Mabel	Forbestown	Typhoid Fever
Stauts, Edith	Lovelock, Nevada	Congenital
Steinman May	Visalia	Spinal Meningitis
Sturm, Hattie	Berkeley	La Grippe
Sundeen, Florence	Pacific Beach	Spinal Meningitis
Tanzman, Helen	San Francisco	Brain Fever
Taylor, Helen	Downey	Abscess
Thom-Wohrden, Edna	San Francisco	Congenital
Tricomo, Mary	Merced	Spinal Meningitis
Vargas, Elvira	Oakland	Scarlet Fever
Velasco, Doris	San Francisco	Brain Fever
Walker, Myrtle	Cloverdale	Congenital
Wampler, Thelma	Willows	Spinal Meningitis
Williams, Violet	Berkeley	Tonsil Operation
Woods, Bernice	San Francisco	Measles
Young, Ada	San Francisco	Congenital
Zoanni, Marie	Hamilton, Nevada	Congenital

DEAF BOYS

From June 30, 1914, to June 30, 1916

Name	Home	Cause of Deafness
Alvarado, Joseph	Ponoma	Scarlet Fever
Ames, Robert	Hollister	Congenital
Barthe, Peter	Livermore	Congenital
Beck, Hyrum	Berkeley	Congenital

Basket Ball Team
Standing—Guire, Denton, Dodge, Modisett and Poole (Captain)
Kneeling—Gemignani, Schwarzlose and Boam

DEAF BOYS—*Continued*

Name	Home	Cause of Deafness
Becher, Otto	Red Bluff	Measles
Benedict, Clinton	Porterville	Congenital
Benedict, Edwin	Porterville	Congenital
Bertoni, Joseph	Fulton	Brain Fever
Billa, Chester	Boulder Creek	Congenital
Blanc, Henry	Fresno	Typhoid Fever
Blanke, William	San Pedro	Congenital
Boam, Crom	Kerman	Spinal Meningitis
Bonetti, Henry	San Jose	Congenital
Boyer, Leonard	Oakland	Spinal Meningitis
Bull, Henry	Patterson	Congenital
Campi, Lorenzo	Santa Rosa	Congenital
Cardinez, Roy	Redlands	Scarlet Fever
Carey, Dell	Fullerton	Congenital
Catlin, Virgil	Lemoore	Infantile Paralysis
Childers, Irvin	San Francisco	Spinal Meningitis
Claver, Lamont	Richmond	Congenital
Coats, Edward	Holtville	Congenital
Comerford, William	San Bernardino	Congenital
Corcoran, Edward	San Bernardino	Scarlet Fever
Covell, Harry	Los Angeles	Abscess
Crane, Jessye	Visalia	Spinal Meningitis
Crockford, Mansell	San Francisco	Scarlet Fever
Curtiss, Oscar	Chico	Congenital
Damiano, Tony	Sacramento	Sickness
Day, Clifford	Los Molinos	Brain Fever
Denning, Harvey	Sacramento	Congenital
Denton, Paul	Oakland	Scarlet Fever
DeWitt, Fenner	Graton	Spinal Meningitis
Dodge, Morse	Mendocino	Measles
Donnelly, Ralph	Carson City, Nevada	Congenital
Dowling, Elbert	Carson City, Nevada	Catarrah
Duncan, Harry	Sebastopol	Congenital
Dutton, Clive	Lodi	Spinal Meningitis
Ellis, Alfred	Alameda	Congenital
Enos, Maurice	Oakland	Congenital
Farrar, George	Berkeley	Fall
Ferguson, Harold	Modesto	Congenital
Flanagan, Francis	Los Angeles	Spinal Meningitis
Francis, George	Ponoma	Congenital
Fries, George	Fresno	Congenital
Gemignani, Vincent	San Francisco	Congenital
Granum, Ole	Gridley	Congenital
Guire, Oscar	Colton	Scarlet Fever
Hanna, Mark	El Sigunda	Abscess
Hansen, Charles	Linden	Convulsions
Harum, Wilson	Manton	Tyhoid Fever
Heitshusen, John	Anaheim	Brain Fever
Issoglio, Arthur	Los Angeles	Cholera Infantum
Jacaville, Ernest	Fairfield	Measles
Jacobs, Harry	Berkeley	Whooping Cough
Jatta, Arthur	Richmond	Congenital
Jenkins, John	Pasadena	Congenital

DEAF BOYS—*Continued*

Name	Home	Cause of Deafness
Johnston, Fred	San Francisco	Whooping Cough
Johnson, Harold	Oakland	Spinal Meningitis
Jones, Earl	Los Angeles	Spinal Meningitis
Kearns, Carvel	Sanger	Congenital
Kelly, Roy	Chula Vista	Abscess
Lagorio, Stephen	Oakland	Measles
Land, Carol	Napa	Congenital
Lee, Oscar	Oakland	Congenital
Losano, Jose	Redwood City	Small Pox
Lozensky, Mixel	Eureka	Congenital
McGinness, John	Pasadena	Abscess
Mangan, Aloysius	Easton	Congenital
Marlett, Thomas	Napa	Fall
Martinez, Lucas	Santa Barbara	Congenital
Maston, Arthur	San Francisco	Sickness
Mathews, Charles	Arcata	Abscess in Ear
Melton, Forest	Avila	Spinal Meningitis
Mepham, Robert	Los Angeles	Spinal Meningitis
Miller, Joseph	Sacramento	Measles
Millett, Raymond	Los Angeles	Congenital
Modisett, Clarence	Oil Center	Spinal Meningitis
Moore, Clinton	Oakland	Congenital
Moran, Canuto	Covelo	Congenital
Nelson, Carl	Visalia	Congenital
Nigero, Rocco	San Francisco	Congenital
Nutting, George	Berkeley	Spasms
O'Brien, Meredith	Oakland	Congenital
Patheal, Tell	San Jose	Congenital
Peterson, Lewis	Redondo Beach	Spinal Meningitis
Phillips, George	Oakland	Congenital
Poindexter, John	Alturas	Spinal Meningitis
Poole, Earl	Yreka	Congenital
Purbeck, Ernest	Oakland	Congenital
Ratto, Stephen	San Francisco	Spinal Meningitis
Reich, Abraham	San Francisco	Congenital
Richatoff, Mike	San Francisco	Brain Fever
Rolls, Lawrence	Merced	Measles
Ronstadt, Armand	Tuscon, Arizona	Adenoids
Rooney, Floyd	San Jose	Spasms
Ross, Leslie	San Francisco	Congenital
Sanchez, Reginaldo	Los Angeles	Congenital
Sangmaster, Nome	Sacramento	Congenital
Sarrat, Arthur	San Francisco	Spinal Meningitis
Schwarzlose, Harry	Alameda	Spinal Meningitis
Seitz, Augustine	Oakland	Fall
Sencimino, Alfred	San Francisco	Typhoid Fever
Service, Alexander	Los Angeles	Spinal Meningitis
Simpson, Harold	Fresno	Scarlet Fever
Smith, Alexander	Colusa	Congenital
Spencer, Albert	Lodi	Spinal Meningitis
Stokes, Herbert	Berkeley	Brain Fever
Tabb, Ray	Oakland	Spinal Meningitis
Thompson, Chandler	Chicago	Typhoid Fever

THE FOOTHILLS BASEBALL TEAM
Standing—C. G. Mathews, Manager. Sitting—A Seitz, V. Gemignani, C. Boam, E Poole, O. Lee (Captain), G. Phillips, R. Sanchez, J. Pulliam, H. Beck

THE HIKERS
Oscar Lee, Arthur Issoglio, Wm. Comerford, George Phillips

DEAF BOYS—*Continued*

Name	Home	Cause of Deafness
Thurman, Merle	Oakland	Spinal Meningitis
Toombs, Charles	Los Angeles	Fall
Tyhurst, William	Oakland	Congenital
Valena, Peter	Mendocino	Congenital
Valiant, Walter	San Francisco	Spinal Meningitis
Waddell, Donald	Berkeley	Congenital
Wampler, Max	Williows	Spinal Meningitis
Watts, William	Taft	Congenital
Wearne, William	Oakland	Scarlet Fever
White, Albert	Richmond	Congenital
Whitworth, George	Newman	Scarlet Fever
Wile, Edward	San Francisco	Congenital
Williamson, Clyde	San Francisco	Congenital
Willis, Clinton	Berkeley	Congenital
Willson, Clare	Kerman	Operation, Mastoid
Wilson, Edwin	Inglewood	Spinal Meningitis
Wilson, West	Inglewood	Spinal Meningitis
Winters, Elbie	Oakland	Congenital
Woods, Bennie	Los Angeles	Catarrh

BLIND GIRLS

Name	Home	Cause of Blindness
Byers, Helen	San Pedro	Neglect
Brummeler, Judith	Redlands	Ophthalmia
Cable, Olive	Lemoore	Congenital
Chiodi, Frances	Fresno	Primary Optic Atrophy
Cunnigham, Eileen	Visalia	Inflammation of Optic Nerve
DeAgabo, Angelita	Huntington Beach	Spinal Meningitis
Dean, Martha	Long Beach	Ophthalmia
Evelyn, Edna Mae	Berkeley	Neglect
Ferguson, Loraine	Healdsburg	Brain Tumor
Glass, Dolly	Manteca	Congenital
Graham, Marguerite	Berkeley	Ophthalmia
Gray, Ione	Los Angeles	Congenital
Hanna, Dorothy	Riverside	Congenital
Herold, Irene	Fresno	Cold
Hersom, Mary	Pirtleville, Arizona	Ophthalmia
Hickcox, Winifred	Claremont	Catarrh
High, Minnie	Berkeley	Congenital
Hodges, Moizelle	Berkeley	Congenital
Hutchins, Ayleen	Hayward	Congenital
Kendall, Robin	Porterville	Congenital
Kimmel, Gretchen	Sparks, Nevada	Congenital
Knapp, Ethel	San Francisco	Whooping Cough
Lopez, Anita	Los Angeles	Spinal Meningitis
LaFlamme, Bernice	Berkeley	Congenital
McAtee, Marguerite	San Francisco	Cataract
McDonald, Laura	Los Angeles	Congenital
Mann, Mate	Los Angeles	Congenital
Masconi, Amelia	San Francisco	Congenital
Myers, Florence	Riverside	Fall

BLIND GIRLS—*Continued*

Name	Home	Cause of Blindness
Naylor, Helen	San Luis Obispo	Congenital
Pedro, Louise	Sonora	Congenital
Perkins, Mae	Modesto	Albino
Perry, Mary	Benicia	Congenital
Peterson, Queena	San Francisco	Accident
Phillips, Frances	Winnemucca, Nevada	Accident
Reilly, Rose	Bella Vista	Congenital
Reynolds, Ruth	Oakland	Albino
Routh, Thelma	Richmond	Atrophy of Nerve
Ruelas, Lucy	Irwindale	Congenital
Russell, Laura	Sunnyvale	Congenital
Schulze Toska	Eureka	Operation
Schumacher, Anna	San Francisco	Congenital
Shorten, Marian	San Francisco	Congenital
Smith, Dorothy	Berkeley	Congenital
Sohler, Lelia	Oakland	Congenital
Torres, Mary	Los Angeles	Congenital
Ward, Marie	Calistoga	Congenital
Watts, Nora	San Francisco	Ophthalmia
Wilber, Leona	Los Angeles	Congenital
Wilber, Louise	Fresno	Accident
Willson, Marguerite	Ceres	Brain Tumor

BLIND BOYS

Name	Home	Cause of Blindness
Allen, Halsey	Berkeley	Congenital
Anderson, William	Pittsburg	Congenital
Armstrong, Thomas	Oakland	Vaccination
Ayer, Lucien	Oakland	Congenital
Bangs, George	Berkeley	Accident
Bean, Samuel	Alameda	Accident
Bindt, Henry	Honolulu, Hawaii	Congenital
Brown, Esco	Oakland	Blood Disease
Cameron, Donald	Hanford	Congenital
Catalina, Tony	Los Angeles	Cataract
Copeland, Albert	Sonora	Congenital
Crowley, Ernest	Suisun	Accident
Cunha, Anthony	San Lorenzo	Accident
Deacon, Joseph	Santa Rosa	Ulcer
Ernst, Roy	Sacramento	Spinal Meningitis
Esgate, Ernest	Stockton	Accident
Folsom, Clarence	San Francisco	Congenital
Gallagher, Myrl	Reno, Nevada	Stigmatism
Gaskell, Earl	Los Angeles	Atrophy Optic Nerve
Granade, Harry	Watts	Accident
Gray, James	Los Angeles	Congenital
Groshell, William	Fresno	Accident
Harter, Rolland	Cloverdale	Congenital
Hocking, Frank	Grass Valley	Accident
Hurley, Daniel	Crockett	Accident
James, William	Santa Ana	Measles

Swimming Pool in the New Gymnasium

BLIND BOYS—*Continued*

Name	Home	Cause of Blindness
Jenkins, Frankie	San Francisco	Congenital
Kloess, Alfred	Los Angeles	Congenital
Laird, Lester	Modesto	Cataracts
Lawyer, Ernest	Garden Valley	Congenital
Lee, Cecil	San Francisco	Congenital
Lee, George	Berkeley	Malpractice
Lenz, Gordon	Oakland	Accident
Leslie, Ernest	San Francisco	Neglect at Birth
Licon, Manuel	Los Angeles	Exposure
Mariani, Frank	Glen Ellen	Accident
Masconi, Peter	San Francisco	Congenital
McDonald, George	San Francisco	Fall
McSorley, Platone	Vallejo	Accident
Miller, Robert	San Diego	Optic Atrophy
Mitchell, Fred	Emeryville	Accident
Mollerskov, Jesse	Watsonville	Measles
Morgan, Paul	Los Angeles	Congenital
Petrie, Harry	Golconado, Nevada	Cataracts
Poole, John	Los Angeles	Blow
Reid, Stanley	Thalheim	Congenital
Romero, Jose	Santa Barbara	Ophthalmia
Ross, Roscoe	Oakland	Spinal Meningitis
Rush, Henry	Walnut Grove, Arizona	Congenital
Sample, Leo	La Porte	Congenital
Shay, Willis	Fullerton	Accident
Sheffield, Foye	Los Angeles	Congenital
Sheppard, Edward	Independence	Congenital
Stobbe, Frederick	Los Angeles	Congenital
Stotera, Percy	Bellflower	Accident
Strieff, Fred	Galt	Ophthalmia
Taber, Henry	Doris	Cataracts
Warren, Edward	Prescott, Arizona	Albino
Wilder, Raymond	Riverside	Congenital
Winn, Harold	Oakland	Congenital
Young, Earl	Lodi	Cataracts

TERMS OF ADMISSION

The California School for the Deaf and the Blind is located at Berkeley, about four miles north of the city of Oakland. Between San Francisco and Berkeley, railroads and ferries offer communication every ten minutes of the day, and from Oakland there are two lines of electric cars which land passengers within five minutes' walking distance of the school.

The school offers its benefits to all deaf or blind persons who are of age suitable for instruction, who are of sound intellect, and free from vicious habits and contagious or offensive diseases. No charge is made for pupils from this state, except for clothing and traveling expenses. Pupils from other states or territories are charged $340 per annum, payable quarterly in advance. No reduction is made from annual charge, except in case of prolonged absence by reason of sickness.

The session begins on the last Wednesday in August and ends on the last Wednesday in May. Parents are earnestly requested to enter or return their children promptly at the beginning of the term. Only in extreme cases will pupils be permitted to leave before school closes.

Pupils should be provided with comfortable clothing when they enter the school and their wardrobe renewed twice a year.

All moneys designed for pupils should be placed in the hands of the principal, to whom, also, all letters of inquiry should be addressed. Money orders should be drawn on the Berkeley post office, and all letters, packages, trunks, etc., should be addressed "School for the Deaf and the Blind, Berkeley, California."

Parents or guardians of applicants for admission are requested to furnish answers to the following questions:

1. What is the name of the applicant?
2. When and where was he born?
3. Is his deafness or blindness from birth, or is it from accident or disease? If from accident or disease, at what age and from what cause did he become deaf or blind?
4. Is his deafness or blindness total or partial? If the latter, what is his degree of hearing or sight?
5. Have any attempts been made to remove his deafness or blindness? If so, what were the results?
6. Are there any other cases of deafness, blindness, idiocy, or insanity in the family, or among the collateral branches of kindred? If so, state the relationship.
7. Was there any blood relationship between parents or grandparents?
8. Has the child had smallpox, scarlet fever, mumps, whooping cough, or measles? Has it been vaccinated?
9. What are the names, nationality, and post office address of parents?
10. What is the number of other children?
11. How long have parents lived in California?

Address all communications to the Principal,

L. E. MILLIGAN,
School for the Deaf and the Blind,
Berkeley, California.